

EDUCATIONAL RESOURCES INFORMATION CENTER

December 1972

Volume 7 Number 12

ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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Volume 7 Number 12 December 1972

Research in Education

ED 065 735-066 620

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). — **ED 013 371** **64** **AA 000 223** —

Norberg, Kenneth D. —

Title. — **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.** —

Organization where document originated. — **Sacramento State Coll., Calif.** —

Date published. — **Spons Agency—USOE Bur. of Research** —

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. — **Report No.—NDEA-VIIB-449** —

Alternate source for obtaining documents. — **Pub Date—15 Apr 66** —

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. — **Contract—OEC-4-16-023** —

— **Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.** —

— **Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)** —

— **EDRS Price MF-\$0.65 HC-\$6.58** —

— **Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.** —

— **Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.** —

— **The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.** —

— **(AL)** —

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

Document Résumés

5

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
AA—Leasco Systems and Research	5-6	LI—Library and Information Sciences	58-65
AC—Adult Education	6-12	PS—Early Childhood Education	65-68
CG—Counseling and Personnel Services	12-17	RC—Rural Education and Small Schools	68-77
CS—Reading and Communication Skills	17-26	SE—Science, Mathematics, and Environmental Education	77-84
EA—Educational Management	26-32	SO—Social Studies/Social Science Education	84-95
EC—Exceptional Children	32-37	SP—Teacher Education	95-98
EM—Educational Media and Technology	37-46	TM—Tests, Measurement, and Evaluation	98-109
FL—Languages and Linguistics	46-50	UD—Disadvantaged	109-114
HE—Higher Education	50-56	VT—Vocational and Technical Education	114-124
JC—Junior Colleges	56-58		

AA

ED 065 735 AA 001 030
Authorized Courses of Study for the Quinmester Program. Curriculum Bulletin 1Q.

Dade County Public Schools, Miami, Fla.
 Pub Date Apr 72
 Note—525p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Catalogs, *Curriculum Guides, *Extended School Year, *High Schools, Year Round Schools

Identifiers—Florida, *Quinmester Program

This master catalog lists and describes the nine-week courses of study basic to the curriculum structure for the quinmester extended year program. Most of the courses listed in this bulletin are designed to be nonsequential and nongraded. Prerequisites are indicated when they are essential for the successful completion of a course. Courses that carry credit in more than one area are listed under each subject area. A numeric code preceding the course titles represents a combination of the State accreditation and the local course identification numbers. The symbol to the left of a course title indicates that the course has been published. This catalog supersedes the edition published in March 1971 (ED 058 670). (Author/MH)

ED 065 736 AA 001 031

Brickley, Richard R. And Others

Technical Notes on the ERIC Collection. DRAFT COPY.

Research and Information Services for Education, King of Prussia, Pa.

Spons Agency—National Inst. of Education, Washington, D. C.

Pub Date Sep 72

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Resources, Film Libraries, Guides, *Information Centers, Information Dissemination, *Information Services, Library Collections, Microfiche, *Publications, Reference Materials, Research Tools, *Resource Materials, Search Strategies, Special Libraries

Identifiers—*ERIC

The Educational Resources Information Center (ERIC) provides access to the world's English-language literature relevant to educators; generates new information products; and utilizes developmental, research, and program findings in educational planning and operations. The components that comprise the ERIC System are Central ERIC, ERIC Clearinghouses, ERIC Facility,

and ERIC Document Reproduction Service (EDRS). The ERIC System makes possible (1) access to the ERIC Data Base for students, faculty, and administrators; access to documents through EDRS and to journals through a reprint service or university library for individuals; (2) access to the ERIC document microfiche collection; (3) technical assistance to users of the ERIC System; (4) written responses, based on literature search and analysis, to user inquiries; and (5) provision of requested information through use of computer retrieval methods. Discussions are provided of ERIC Reference Tools; Microfiche Equipment, Space Requirements, Manual Searching, Machine Searching, ERIC Orientation Materials; and Frequently Used Educational Sources. The four appendices are: A. Source Journal Index, B. EDRS Ordering Information, C. ERIC Clearinghouses: Scopes and Codes, and D. Manual for Visitors—Steps in Searching "Research in Education" (RIE) and Steps in Searching "Current Index to Journals in Education" (CJIE). (DB)

ED 065 737 AA 001 032

Mosley, Doris Y. Flaxman, Erwin

A Survey of Inservice Desegregation Workshops.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Educational Innovation, Human Relations, Inservice Teacher Education, *Institutes (Training Programs), Integration Effects, Intergroup Relations, *Interpersonal Relationship, Parent School Relationship, *Program Evaluation, Race Relations, School Community Relationship, *School Integration, Sensitivity Training, Student Teacher Relationship, *Surveys, *Teacher Workshops

Identifiers—Elementary Secondary Education Title IV

The description and evaluation of the ESEA Title IV desegregation workshops in this survey is the product of analysis of reports found in the ERIC system and in the document collections of the ERIC Information Retrieval Center on the Disadvantaged and the National Center for Research and Information on Equal Educational Opportunity. Of the more than 300 reports available, constituting the most complete record of inservice attempts to deal with the educational problems of school desegregation, 80 were used to produce data using a computer-programming

process for data analysis. A workshop was considered "positive," "typical," or "negative" depending on how it met such criteria as: realistic objectives; carefully articulated planning procedures; participant input into the planning; clear and appropriate program design; full evaluation revealing participant reactions; consistency among objectives, design, and evaluation; planning or implementation for followup; and, planning and implementation for disseminating outcomes and materials. The 80 selected programs comprised 36 positive, 25 typical, and 19 negative programs. Findings included the following: most of the workshops were sponsored by universities; permanent workshop staff ranged between five to ten university personnel; and, the most popular areas of content were racial-cultural understanding, interpersonal-desegregation and general interpersonal relationships, and racial-cultural curriculum innovation. (Author/RJ)

ED 065 738 AA 001 033

Annual Evaluation Report on Education Programs, FY 1971.

Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Pub Date Jan 72

Note—300p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Adult Education, Annual Reports,

*Educational Objectives, *Educational Programs, Educational Research, Educational Technology, Elementary Education, Equal Education, *Evaluation Methods, Federal Legislation, *Federal Programs, Handicapped Students, Higher Education, Information Dissemination, Libraries, National Programs, Professional Training, Program Descriptions, *Program Evaluation, Relevance (Education), Secondary Education, Vocational Education

Identifiers—*Office of Education

A comprehensive report on the approximately 100 Office of Education programs is provided in this evaluation of the programs for FY 1971. The status of the evaluation function itself is briefly discussed; a general overview is made of the effectiveness of the Office of Education programs; and short evaluation reports are provided for each of the educational programs and legislative titles. These reports appear under the following categories of programs: Elementary and Secondary Education, Education for the Handicapped, Vocational and Adult Education, Higher Education, Education Professions Development, Libraries and Educational Technology, Educational Research and Development, Educational Dissemination, and National Priority Programs. Each program evaluation report is presented in the

6 Document Resumes

same format, as follows: Program Name, Legislation, Expiration Date, Funding History, Program Purpose and Operation, Program Effectiveness, Ongoing and Planned Evaluation Studies, and Sources of Evaluation Data. The three principal thrusts of the Office of Education programs are seen as being (1) equalizing educational opportunity, (2) improving the quality and relevance of American education, and (3) providing limited general support to selected educational functions and activities. (DB)

ED 065 739 AA 001 034

Sieber, Sam D. And Others

The Use of Educational Knowledge; Evaluation of the Pilot State Dissemination Program. Volume I: Goals, Operations and Training. Final Report.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-0-0734

Pub Date Sep 72

Contract—OEC-0-70-4930

Note—592p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Action Research, Administrator Role, *Change Agents, Consultants, Counselor Role, Educational Change, Educational Objectives, *Educational Research, Extension Agents, Formative Evaluation, Guidelines, *Information Dissemination, *Information Retrieval, Interaction Process Analysis, Measurement Instruments, *Pilot Projects, Program Evaluation, Questionnaires, Rural Schools, School Personnel, Search Strategies, State Programs, Training, Urban Schools

Identifiers—Field Agents, *Pilot State Dissemination Program

The Pilot State Dissemination Program of the National Center for Educational Communication, carried out in three target states by field agents, is evaluated as to goals, procedures, and outcomes. The seven parts of Volume I, and their chapters, are as follows: Part I, Goals: Alternative Goals of Extension-Retrieval Projects; Part II, Field Agent Roles in Education: The Inout Interaction Phase; Relations with the Retrieval Staff—Referring and Screening; The Output Interaction Phase—Delivering and Assistant; A Statistical Profile of Field Agents' Activities and Clients' Evaluation; Part III, The Information Retrieval Process; Establishing an Information Retrieval Center—Problems and Solutions; Operating an Information Retrieval Center—The Process and Its Determinants; Summary and Conclusions Regarding Retrieval Activities; Part IV, Organizational Issues: Issues in the Internal Management of Extension-Retrieval Projects; Inter-Organizational Relations; Part V, Training: The Training of Project Staff—Methods, Outcomes and Continuing Needs; Part VI, Outcomes of the Program: Outcomes of Field Activities; Outcomes of the Retrieval Process; and Part VII, Recommendations: Recommendations for Future Projects. (For related document, see ED 065 740.) (DB)

ED 065 740 AA 001 035

Sieber, Sam D. And Others

The Use of Educational Knowledge; Evaluation of the Pilot State Dissemination Program. Volume II: Part VIII, Case Studies of Field Agents in Action. Final Report.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-0-0734

Pub Date Sep 72

Contract—OEC-0-70-4930

Note—542p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Action Research, *Case Studies (Education), *Change Agents, Educational Change, Educational Needs, Evaluation Methods, Extension Agents, Formative Evaluation, Guidelines, *Information Dissemination, *Information Retrieval, Interaction Process Analysis, *Pilot Projects, Program Evaluation, Questionnaires, Rural Schools, School Personnel, State Programs, Tables (Data), Taxonomy, Urban Schools

Identifiers—Field Agents, *Pilot State Dissemination Program

This volume, a continuation of Volume I, presents Part VIII of the report and 12 appendixes. Part VIII is comprised of case studies of the activities of field agents in three states that are the target areas of the Pilot State Dissemination Program. The areas are designated "Southern Small Town," "The Hazelton Districts," and "Jordan County," which consisted of one rural and one rural and urban mixed counties, three rural regions, and one rural and one highly urbanized school districts, respectively. One field agent was assigned to each of the target areas a total of seven agents. Each state had one project director, and the number of full-time retrieval personnel varied from one to seven in number. Program evaluation findings show that the field agents were successful in producing concrete reforms in administrative and classroom practices in both the rural and urban areas. It is believed that the key to the field agent's success is the fact that he is "a generalist without authority whose presence is legitimized by the provision of information." The 12 appendixes to the report are: Request for Proposal (RFP) for Pilot State Projects; Instruments Used in Evaluation; Guidelines for Observers and Field Agents; Indexing Scheme for Qualitative Observations; Taxonomy of Educational Topics; Model Request Form; Developing a Strategy Based on Particular Clients and Their Setting; Outstanding Training Needs; Measuring the Goals of Action Programs; Formative Evaluation—An Exploration with Case Materials; Tables; and Return Rates of Questionnaires. (For related document, see ED 065 739.) (DB)

ED 065 741 24 AA 001 036

Silberman, Harry

Program Planning for the National Institute of Education: A Summary of Four R&D Analyses.

National Inst. of Education, Washington, D. C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—NIE-PR-P101

Bureau No.—BR-1-7059

Pub Date Jun 72

Grant—OEG-0-71-3636(515)

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Criteria, Educational Innovation, Educational Needs, *Educational Objectives, *Educational Research, Evaluation Needs, Information Services, Instructional Improvement, *Program Development, Program Improvement, *Program Planning, Research and Development Centers, Research Needs, Research Projects

Identifiers—Educational Alternatives, *National Institute of Education, Needs Assessment, NIE

This paper reviews the four research and development (R&D) analyses that were presented as a rationale for the National Institute of Education's (NIE) 1973 agenda. Three of the chapters describe (1) the consensus concerning goals, (2) the manner in which the different analyses move from goals to a list of programs, and (3) the need for more exploration of each area before programs are actually designated and the criteria for final program selection. Another chapter integrates suggestions from each of the papers to present a single list of program areas. Report summaries include several tables describing some suggested budgets and goals of the NIE office. (Author/DN)

ED 065 742 AA 001 037

Coulson, John M.

Toward Establishing an Educational Information Dissemination Center.

Pub Date Sep 72

Note—24p.; (27 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Equipment, Facility Requirements, Financial Needs, *Information Centers, *Information Dissemination, *Information Services, Objectives, Personnel Needs

Identifiers—*Educational Information Centers, EIC

To make appropriate decisions leading to improved learning opportunities, educational practitioners need the latest and best information. The Educational Resources Information Center (ERIC) system was established to acquire, catalog, and store many different kinds of information in education and related fields. With the help of Federal funds, selected state and local educational agencies are providing access to this com-

prehensive knowledge base through establishment of educational information centers (EIC). The general purpose of this report is to provide an introduction to EIC operations, which are discussed in terms of objectives, processes, products, minimum equipment and facilities, funding levels, and staffing patterns. It is intended for the educator who is relatively inexperienced in technical information handling and transfer, but who is charged with planning for the establishing a document-based information system in education. (Author/SJ)

ED 065 743

AA 001 038

User Problems Associated with the Services of Federal and Quasi-Federal Technical Information Producing Agencies.

Los Angeles Regional Technical Information Users Council, Calif.

Report No.—LARTIUC-R-1

Pub Date Dec 71

Note—73p.; Report for period June 1970-July 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Government Publications, Information Dissemination, *Information Seeking, *Information Services, Library Collections, Library Services, Professional Personnel, Regional Programs, *Technical Reports, *Use Studies, Voluntary Agencies

Identifiers—Air Force, Army, CIA, GOP, Navy, NTIS

Nine reports of the Los Angeles Regional Technical Information Users Council, which identify and discuss user problem areas and recommend solutions, comprise this document. The topics of the reports are: (1) Air Force Technical Objective Document Release Program (AFTOD); (2) Army Qualitative Requirements Information Program (ODRI); (3) Navy/Industry Cooperative R&D Program (NICRAD); (4) Limited Documents; (5) Technical Abstract Bulletin (TAB); (6) Repro-Masters and DDC Forms; (7) National Technical Information Service (NTIS); (8) Chemical Propulsion Information Agency (CPA); and (9) Government Printing Office (GPO). Each topic was assigned to a committee and a chairman appointed from approximately 40 members representing 35 companies and institutions. A Summary of Findings and Recommendations of the nine reports is provided. In addition, copies of correspondence and other papers pertinent to the reports are included. A roster provides the names and addresses of members of the Los Angeles Regional Technical Information Users Council. (DB)

AC

ED 065 744

AC 012 353

Reagan, Michael V., Ed.

Ideas About Drug Abuse: Proceedings from the Institute for Drug Education at Syracuse.

Syracuse Univ., N.Y. Continuing Education Center for the Public Service.

Pub Date Jan 72

Note—268p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Conference Reports, Counselor Role, *Drug Abuse, *Drug Addiction, *Drug Education, Evaluation, *Information Dissemination, Institutes (Training Programs), Interviews, Participant Involvement, School Role, State Laws

Identifiers—*Syracuse University

The Institute for Drug Education at Syracuse (IDEAS) University provided its 750 participants (teachers, students, counselors, and parents) with an array of information essential to them in understanding and coping with the drug dilemma in their local schools. This book is a compilation of what the staff felt was the best of the materials prepared for this conference. The chapters of the book are: 1. The Human Price of Drug Abuse; 2. The Art of Not Listening; 3. Excerpts from New York State Laws Concerning Dangerous Drugs; 4. Excerpts from: Drug Abuse—Conflicting Theories and Interventions; 5. Source Book—Program Development, Inservice Education; 6. Parameters of Inservice Training; 7. Local Government Perspective on Drug Abuse; 8. Interview with Annette; 9. Interview with Willis; 10. Interview with Kevin and Mary; 11. Interview with Dr. Wayne O. Evans; 12. Value Orientations and Treatment

Strategies; 13. Some Cognitive Concepts of Team; 14. Considerations in the Development of the School Drug Policy; 15. Memorandum (slide show); 16. Final Evaluation of Six Weeks IDEAS program; and 17. Drugs and the Law. (JS)

ED 065 745 AC 012 721

Marchese, Lamar Vincent

A Feasibility Study of Cable Television Utilization for Community Development in Central Appalachia.

Pub Date Jun 72

Note—124p.; Thesis presented in partial fulfillment of the requirements for the Degree of Master of Arts; University of Florida

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cable Television, *Community Development, Community Involvement, *Educational Television, Feasibility Studies, Programmed Instruction, Programming (Broadcast), Residential Programs, *Rural Extension, Surveys, Technical Assistance, Televised Instruction

Identifiers—*Appalachia, Kentucky, Tennessee, Virginia

It was the purpose of this study to examine and evaluate the feasibility of involving cable television systems in central Appalachia with efforts toward rural community development. A variety of research procedures were employed, including a questionnaire on community needs, a telephone survey of cable facilities, a mail survey of programming sources, and on-site visitations with both community development and cable television personnel. The most salient conclusions of the study are that (1) Local origination of public service program via cable is technically and economically feasible and does serve the interest of community development; (2) Emphasis in such local programming should be primarily on local events and activities; (3) Community Involvement is a necessary element of cable television usage for community development; (4) Citizen's communications councils should be formed to oversee local programming; and (5) The use of low-cost, one-half inch videotape equipment is feasible for cable casting. To pursue further research and demonstration of the public usages of cable television in Appalachia, a multi-state, multi-purpose cable television development center is recommended. (Author)

ED 065 746 AC 012 722

Guide for Employment Service Counselors in Correctional MDTA Programs.

Rehabilitation Research Foundation, Elmore, Ala. Draper Correctional Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—RRF-704-2-72

Pub Date 72

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Counseling, Adult Vocational Education, *Community Involvement, *Correctional Rehabilitation, *Corrective Institutions, Employment Counselors, *Employment Services, Guides, Job Training, *Manpower Development, On the Job Training, Prisoners, Program Guides, Rehabilitation

Identifiers—Manpower Development and Training Act, MDTA

This guide is designed as an aid for Employment Service counselors in Manpower Development and Training Act (MDTA) programs for inmates of correctional institutions. It provides suggestions which may be helpful in: (1) finding and developing training-related and otherwise desirable jobs for graduates of MDTA programs in correctional institutions; (2) matching individual trainees to available jobs, in terms of training relatedness, location, and other job conditions beneficial to the trainees; (3) arranging for the provision of supportive services and employment services as needed to keep each trainee successfully employed; and (4) keeping the complete and accurate follow-up data which is needed to bring about improvements in programs. Some major topics covered are: job development, trainee development and placement, follow-up suggestions, and bonding information. Included are samples of forms in the rehabilitation processes. (LS)

ED 065 747 AC 012 724

Soobitsky, Joel R.

Commitment for Expanding Urban 4-H Programs.

Pub Date Oct 71

Note—28p.; Presented at National Urban 4-H Workshops, National 4-H Center, Washington, D. C., and Los Angeles, Calif.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Programs, Democracy, Evaluation Techniques, *Extension Agents, Extension Education, Leadership Training, Methods Research, Participant Involvement, *Program Effectiveness, Social Factors, Socioeconomic Influences, Training Objectives, *Urban Extension, Workshops, *Youth Clubs, Youth Leaders

Identifiers—Commitments, *Four H Program

The objectives, strategy, and methods recommended for future urban 4-H programs are discussed. Specifically explored are the major factors in society that influence the establishment of objectives for these programs, namely: the American democracy, the nature of man, and the external and internal social forces within our environment. Extension agents, in their commitment to expand the youth segment of the Cooperative Extension Service, must also consider other factors as they develop their own objectives. The future of the "4-H in the 70's" program rests within each extension professional to: clarify policies; Create awareness and understanding; reduce limitation myths; encourage creativity; provide recognition and self actualization; stretch values; and create involvement. (LS)

ED 065 748 AC 012 725

Improvements Needed in Management of Training Under the Government Employees Training Act. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Report No.—DOD-B-70896

Pub Date 25 May 71

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Economic Factors, Government (Administrative Body), *Government Employees, *Job Training, Military Personnel, National Defense, *Personnel Management, Program Budgeting, *Program Improvement, Recordkeeping, Surveys

Identifiers—Department of Defense, DOD

The General Accounting Office (GAO) reviewed the Department of Defense (DOD) management of its employee training program at 14 installations to see what had been done in response to the recommendations for improvements and to determine the current status of the program. The findings and conclusions are contained in four chapters: (1) "Training of Government Civilian Employees"; (2) "Total Cost of Federal Training Program Not Available," in which erroneous reports resulting from inadequacies in recordkeeping is discussed; (3) "Need for Improvements in Management of Training Programs," which reviews inconsistencies in implementation of training plan requirements, and inadequacies in training evaluations and in documenting the training given; and (4) "Scope of Review," which lists the installations reviewed. Appendixes include letters and comments on the draft report from the Chairman, U. S. Civil Service Commission and from the Assistant Secretary of Defense (Manpower and Reserve Affairs). (LS)

ED 065 749 AC 012 726

Boyce, Milton V.

Implementing Curricula for Program Assistants in 4-H.

Pub Date Feb 70

Note—22p.; Presented to 4-H and Other Youth Section - Southern Agricultural Workers Association, Memphis, Tenn., Feb. 2-4, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Extension Agents, *Extension Education, Inservice Education, Instructional Staff, Leadership Training, *Nonprofessional Personnel, *On the Job Training, Program Coordination, *Training Objectives, Youth Clubs

Identifiers—Extension Program Assistants, Four H Program

The selection, role, and training of the Extension program assistant is reviewed. The ever-increasing demand for Extension type workers has magnified the shortage of professional personnel to man these programs. To meet these demands, the continuing and timely training of program assistants is necessary to enhance their value to the Extension team, and to the total Extension program. Suggestions for implementing curricula

are: 1. The program assistant should be screened for dependability, leadership ability, and good judgment; 2. Job descriptions, designed to spell out specific duties and responsibilities, should also include several job levels so that the assistant perceives opportunities for advancement; 3. A clear delineation of the Extension agent's role and that of the program assistant should be established; 4. Pre-service orientation to insure a more productive working climate; 5. On-the-job training should include an in-service education program; 6. Encouragement to continue education should be given those seeking advancement; 7. Someone should be designated to have general charge of the program assistants; and 8. The pre-service and in-service training programs and the total Extension program should be evaluated on a continuing basis. (Author/LS)

ED 065 750 AC 012 727

Mathias, Charles McC., Jr.

A Bill: S.3476. To Provide for the Creation of the National Fire Academy, and for Other Purposes.

Congress of the U.S., Washington, D.C. Senate.

Pub Date 11 Apr 72

Note—10p.; Introduced in the Senate of the U. S., April 11, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, Educational Legislation, *Federal Legislation, *Fire Fighters, *Fire Protection, Fire Science Education, Government Role, Human Services, Legislators, National Organizations, Prevention, *Safety Education, Trade and Industrial Education

A bill to provide for the creation of the National Fire Academy, and for other purposes is presented. The Act to be cited as the "National Fire Education and Training Act of 1972" will provide for and encourage training, education, and research and development in order to: (1) provide a working knowledge and an understanding of the current problems and difficulties, both administrative and operative, with respect to the fire services; (2) create an active interest among eligible individuals in the career of firefighting, and in related areas; (3) provide a program of continuing education for individuals seeking to further their skills and abilities in the areas of firefighting and the administration of fire protection organizations; and (4) explore with fire departments, and related agencies ways in which the National Bureau of Standards and its facilities, in general, and the National Fire Academy, in particular, can stimulate discussion, conferences, seminars, specialized courses, and research to best serve the needs of this country to provide effective fire prevention, fire protection, and fire suppression. Further discussion of the "academy" outlines the establishment, administration, nonprofit and nonpolitical nature, functions, and financing of the National Fire Academy. (LS)

ED 065 751 AC 012 729

Action Implications in Adult Basic Education Programs.

Ohio State Dept. of Education, Columbus.

Pub Date 71

Note—80p.; Articles adapted from 1971

Workshop Presentations

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Action Programs (Community), *Adult Basic Education, *Adult Literacy, Disadvantaged Groups, English (Second Language), English Instruction, Job Skills, Learning Laboratories, Program Budgeting, Reading Skills, *State Programs, Teacher Role, Teacher Workshops, Tenl

Eight articles on adult basic education are presented. The articles adapted from 1971 workshop presentations are: Action Implications for ABE Directors by Alan Knox; ABE Budget Development, by Donald G. Butcher; Competent ABE Instructors, by William D. Dowling; Interview Techniques and Training, by Norman Kagan; Reading: The Basic in Adult Basic Education, by Dr. Wayne Otto; Black Dialect, by Darnell Williams; Ideas for ABE Teachers of English as a Second Language, by Dennis R. Preston; and Meaningful Lesson Topics, by Thomas Z. Miranda. (LS)

ED 065 752 AC 012 730

Kirby, Edwin L.

Expanding 4-H Nutrition Education Through a Team Approach.

Pub Date 18 Dec 70

Note—20p.; Presented at the National Training Workshop on 4-H Nutrition Education, Dallas, Texas, December, 18, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Programs, Disadvantaged Youth, *Extension Agents, Extension Education, Home Economics Education, Inservice Education, *Leadership Training, *Nutrition Instruction, Socioeconomic Influences, *Teamwork, Training Objectives, *Youth Clubs, Youth Leaders

Identifiers—*Four H Program

The various ways of expanding the 4-H nutrition education program through team work are discussed. The need is stressed to consider "balance" in the 4-H nutrition efforts, regardless of income levels, race, color, sex, or national origin. The primary objectives of the Expanded Food Nutrition Education Program is to help hard-to-reach families acquire the knowledge, skills, and changed behavior necessary to achieve a more balanced diet. The Extension aide may serve as a resource person to teach food-nutrition subject matter to low income, disadvantaged youth in 4-H and other youth groups; help identify and recruit volunteers to work with youth; assist with training volunteers; and serve as a liaison between the volunteer, extension staff and community resources. If the aide is to function as a link in serving low income families, it is only realistic that the home economist and the 4-H staff share some joint responsibilities in the initial training of aides and their continuous in-service and consultation training. (Author/LS)

ED 065 753

AC 012 731

Maurer, Nelson S. And Others

Paraprofessional Workers in Educational Settings: Child Care Services—An Adult Training Course for Selected Occupations.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 72

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, *Child Care Occupations, *Curriculum Development, Home Economics Teachers, *Homemaking Education, Learning Motivation, Nonprofessional Personnel, On the Job Training, *Paraprofessional School Personnel, Questionnaires, School Aides, Self Evaluation, Youth Opportunities

The program outlined in this publication is designed to develop paraprofessional workers as competent helpers and aides to the educational staff. It is designed specifically to assist directors of occupational- and adult education and supervisors and teachers of home economics. The publication is organized in three sections, an appendix, and a selected bibliography. Section I - Administrative Considerations, suggests procedures to help contribute to a successful program: formation of an advisory committee; selection of the instructional team; recruitment and selection of students; and provision for adequate course facilities. Section II - Training Program Guidelines and Contents, overviews the program and discusses job clusters, descriptions, and responsibilities. Section III - Local Course Development, covers suggested time allocation for modules, organizing a local course study, motivating the adult student, and evaluating the local course. The appendix consists of suggested activities for paraprofessionals, self-analysis questionnaires, a job interview situation, student evaluation form, and course evaluation questionnaire. (LS)

ED 065 754

AC 012 732

Harke, Vance

A Bill: S. 3179. [Full Employment Act of 1972.]

Congress of the U.S., Washington, D.C. Senate.

Pub Date 16 Feb 72

Note—23p.; Introduced in the Senate of the U. S.

February 16, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Vocational Education, Careers, Community Agencies (Public), Community Involvement, Educational Legislation, Employment Opportunities, *Employment Programs, Federal Legislation, *Federal Programs, *Financial Support, Government Role, Job Development, Labor Market, *Manpower Utilization, Unemployed

Identifiers—Full Employment Act of 1972

A bill to provide opportunities for employment to unemployed and underemployed persons, to assist States and local communities in providing needed public services, and for other purposes is presented. The Act is cited as the Full Employment Act of 1972, under the authority of the Secretary of Labor, and includes such states as the District of Columbia, the Virgin Islands, the Commonwealth of Puerto Rico, Guam, American Samoa, and the Trust Territory of the Pacific Islands. A major portion of the bill deals with the financial assistance to provide for a public service employment program designed to provide employment, training and manpower services which are otherwise unavailable. Applicants for financial assistance for this program are required to supply descriptions of the following: areas designated to carry out such activities or services; areas to be served; methods to be used; unmet public service needs; jobs to be filled; wages to be paid; education, training and supportive services needed; planning for and training of supervisory personnel; career opportunities and job advancement potentials; arrangements for community action agencies; participation of the community; and other assurances, arrangements, and conditions necessary to comply with the regulation prescribed. Other areas covered are authorization, allocation of funds, eligible applicants and participants, limitations and conditions; cooperation of other agencies, and interstate agreements. (LS)

ED 065 755

AC 012 733

Summary of Project STRIVE.

Pub Date 15 Apr 72

Note—15p.; The first in a series in the Corporation for Public Broadcasting's Adult Learning Program Service

Available from—Director, Educational Projects, Corporation for Public Broadcasting, 1345 Avenue of the Americas, New York, N. Y. 10019

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Adult Education Programs, Adult Learning, Audiovisual Instruction, *Educational Television, *Mass Media, Mathematics, *Programming (Broadcast), Public Affairs Education, *Public Television, Radio, Reading Skills, Secondary Education, Television Research

Identifiers—Adult Learning Program Service, ALPS, *Project STRIVE

The Adult Learning Program Service (ALPS) is proposed by the Corporation for Public Broadcasting. It is an effort to involve public television in providing needed educational services to adults who have never completed high school but who have at least a sixth-grade reading level capability. STRIVE is the first in a series of projects. Its objectives are: (1) to improve adults' skills for solving practical problems of living; (2) to improve adults' abilities to achieve their own goals; (3) to improve their reading effectiveness; (4) to deepen their understanding of mathematics; and (5) to attract them to continuing learning. Included are statistical data drawn from the U. S. Census and from the Bureau of Labor Statistics. A partial list of general characteristics of STRIVE potential audiences and the programs' aims and formats are presented. (LS)

ED 065 756

AC 012 735

Claybrook, Rodney S.

A.B.E. Demonstration Project Personnel Rating

Sheets.

Chattanooga Public Schools, Tenn.

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Counseling, Adult Educators, Audiovisual Aids, Community Schools, *Goal Orientation, *Objectives, *Personnel Evaluation, Professional Personnel, Program Coordination, *Questionnaires, Rating Scales, Student Opinion, Teacher Rating

Identifiers—A B E Demonstration Project, Tennessee

Five personnel rating sheets are presented for the A.B.E. Demonstration Project. The questionnaires are: A Demonstration Coordination Examination; Teacher Examination; Rating Procedure for Audio-visual Specialist; Rating Interview for Paraprofessional, Adult Basic Education; and Suggested Questions for ABE Counselor Rating. (LS)

ED 065 757

AC 012 736

Four-H and Other Youth Inservice Training Guide for Tennessee County Extension Personnel.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Report No—SC-694

Pub Date 15 Jan 70

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, *Extension Agents, *Extension Education, Guides, *Inservice Education, *Instructional Materials, Learning Activities, Learning Experience, Planning, Program Planning, *Staff Improvement, Youth

Identifiers—Four H Clubs, Tennessee

Four-H related inservice training refers to the ongoing, regular, and systemic preparation of county staff members. The areas covered are: (1) history, philosophy, objectives, and scope of Extension and 4-H and other youth work; (2) adult participation; (3) organization; (4) adult and junior leadership; (5) recognition and public relations; (6) sponsorship; (7) program development; (8) communication and human relations; and (9) projects and activities. The purpose of the outline is to describe suggested planning procedures and plan appropriate learning experiences in terms of time, place, staff responsibility, teaching methods, and evaluative techniques. Schedules for Tennessee county, district, and state levels are included. Implementation of the plan noted in the schedules includes sections on the preparation of needed teaching materials, method in which training is to be planned and carried out, subject matters, training and leadership program development, and motivation. (JS)

ED 065 758

AC 012 737

Dotson, Robert S. Carter, Cecil E., Jr.

Field Training Guide for Junior Assistant Extension Agents (Home Economics).

Tennessee Univ., Knoxville. Agricultural Extension Service.

Report No—SC-774

Pub Date 13 May 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Evaluation, *Extension Agents, *Extension Education, *Field Experience Programs, *Guides, *Home Economics, Learning Experience, Participant Satisfaction, Training Objectives, Training Techniques

This field training guide outlines the program devised for prospective assistant Extension agents in the area of home economics. The field training program provides enough time for the trainee to gain some understanding of planning, executing, and evaluating Extension work under the supervision of experienced Extension workers. The teaching objectives, learning experiences, training responsibility, courses to be completed, and program regulations are briefly noted. The guide points out the phases of major emphasis and presents the questions to be completed by the trainee. Included also is a program evaluation form to be completed by the trainee. (JS)

ED 065 759

AC 012 738

Manpower Planning Data: Selected Professional and Administrative Career Fields: 1966-1970

Trends, 1971-1975 Projections.

Veterans Administration, Washington, D.C.

Pub Date Mar 72

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Career Ladders, Developmental Programs, Employment Statistics, *Manpower Development, *Manpower Needs, *Professional Personnel, Promotion (Occupational), Quality Control, Retirement, *Statistical Data

Identifiers—*Veterans Administration

This report provides 5-year (1966-1970) trends for the following manpower planning factors: number of employees in each career field, grade distribution, age, length of service, education, employment of women, promotions, retirement, and losses. These data are intended as an aid to Veterans Administration (VA) management in assessing future manpower needs. Highlights from the data include: (1) Employment in the VA's major professional and administrative career fields increased by almost 6%; (2) Grade distribution remained fairly constant; (3) The average

age of employees changed very little; (4) Retirement was not a big factor in employee turnover; and (5) Losses for all reasons averaged around 8% per year. It is stated that manpower planning for the period 1971-1975 should focus on short-range development programs for career employees, entrance-level career-trainee programs, quality-control measures, and identification and development of executive potential. (JS)

ED 065 760 AC 012 739

Career Field Profiles: Selected Professional and Administrative Career Fields.

Veterans Administration, Washington, D.C.

Pub Date [72]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Age, Careers, Employment Level, *Employment Statistics, Government Employees, *Manpower Development, Occupational Mobility, *Professional Personnel, Promotion (Occupational), Retirement, *Statistical Data
Identifiers—*Veterans Administration

This report presents one-page statistical profiles for each of the Veterans Administration's (VA's) major professional and administrative career fields. Each profile contains data on total employment, distribution by grade and sex, and statistical measures of age, length of service, and education levels. Also, included are measures of the activity (accessions, promotions, mobility, retirement, and other losses) in each field over the period 1966-1970. As a further aid to manpower training, loss data are projected for the years 1971-1975. The profile data are intended primarily for the use of VA officials responsible for the maintenance of career systems in identifying characteristics of the work force which might require planned modification for optimum development of future manpower needs. The career fields covered are: attorney, adjudication (claims examiners), building management, contact (officers and representatives), data management, dietitian, engineer, fiscal management, loan guaranty, management analyst, medical administration, personnel management, pharmacist, psychologist, social worker, supply management, physician, dentist, and nurse. (JS)

ED 065 761 AC 012 742

Gideon, Victor C. And Others

Terminology About Adult/Continuing Education: A Preliminary Structure and a Suggested Development Process.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Nov 71

Contract—OEC-0-70-5034(521)

Note—180p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, Communication Problems, *Conceptual Schemes, Data Bases, Definitions, *Feasibility Studies, Information Retrieval, Learning Processes, Models, Program Proposals, *Thesauri, *Vocabulary
Identifiers—Delphi Technique, Office of Education

This feasibility study of terminology, the first step in attempting to resolve some of the communication problems in adult/continuing education, describes the process used and reflects the current conditions in this area. In researching terminology use, attention was directed to current concepts; the extent of agreement concerning terms and definitions currently in use; the effectiveness of various cooperative processes, with emphasis on the Delphi process; and related factors. Part I focuses on background information and an overview of the project. Part II describes the participants, the context, and the objectives, along with a detailed history of the developmental process and of the various encounters and interrelationships that occurred. Part III presents a conceptual model of adult/continuing education. In the conceptual model, the educational process is presented as a dynamic system consisting of four basic processes—appraisal, facilitation, participation, and learning. Four basic recommendations are offered to facilitate the continuing work on the development of a terminology handbook. They are: expand the interaction between the Office of Education and professional practitioners; proceed with the project, use the Delphi process; and consider future work within the context of the development of an integrated data system for the whole education field. (JS)

ED 065 762

Williams, C. A.

The Responsibilities We Have for Strengthening Extension Programs.

Department of Agriculture, Washington, D. C. Extension Service.

Pub Date 71

Note—17p.; Paper presented at the Subregional Meetings on Strengthening Extension Programs, Petersburg, Fredericksburg, and Blacksburg, Va., April 21-22 and May 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *Extension Agents, *Extension Education, Guidelines, Human Relations, *Leadership Responsibility, Program Administration, *Program Development

Six responsibilities are presented as a basis for formulating a stronger foundation for balanced programming or strengthening the total development process of the United States Department of Agriculture's Extension Education Service. These responsibilities are in the areas of educational service, program balance, effective human relations, problem identification, effective program action, and commitment. (JS)

ED 065 763

Boyce, V. Milton

A Systematic Approach to Leadership Development.

Department of Agriculture, Washington, D. C. Extension Service.

Pub Date May 71

Note—22p.; Paper presented to County and Area 4-H Youth Agents Conference in Pennsylvania and Missouri

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Leaders, Educational Programs, *Extension Agents, *Guidelines, *Leadership Training, Models, Nonprofessional Personnel, Professional Personnel, *Volunteer Training, *Youth Programs
Identifiers—*Four H Clubs

The 4-H program is dependent upon adult volunteer leaders to carry out its work. During the decade of the 1970s, this program hopes to double its educational effort. In order to do this, the number of volunteer leaders will have to double also. To accomplish this, a leadership development process to be used in helping 4-H agents effectively perform their roles as managers, trainers, and supervisors is presented. The leadership development process is a systematic approach offering individuals the opportunity to increase their ability to influence the behavior of members of a social group. The process, developed by R. Dolan, consists of seven phases. They are: identification, selection, orientation, training, utilization, recognition, and evaluation. The model presented emphasizes that leadership development must be a continuous and consciously planned effort if strong volunteer leadership is to be improved and maintained. For the 4-H agent, the model can be used to analyze the present leadership program by identifying areas of strengths and weaknesses, determine job assignments for professionals, paraprofessionals, and advanced or senior volunteers, and as a guide in leadership development of the volunteer staff. (JS)

ED 065 764

Smith, John Marshall, Douglas

Retirement and Migration in the North Central States: Two Planned Retirement Communities.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences; Wisconsin Univ., Madison. Dept. of Rural Sociology.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Report No.—Population-Ser-23

Pub Date Jun 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Educational Background, Health, Income, Males, *Migration, *Planned Community, Rating Scales, *Retirement, *Senior Citizens, Social Relations
Identifiers—Life Satisfaction, North Central Region, *Sun City

This report presents a brief historical review of the background and function of the planned retirement community and an analysis and comparison of responses of males living in two modern retirement communities—Sun City, Florida, and Sun City, Arizona. The results in-

AC 012 743

dicated that the respondents differed slightly on a number of background variables (e.g., migrant's origins, years in residence), but were similar on many factors (e.g., age, family size, and marriage patterns). The Florida sample was slightly higher in financial, occupational, and educational areas. A majority of the respondents from both groups gave favorable responses on subjective evaluations of health. Results from the Life Satisfaction Scale showed that Arizona respondents had higher life satisfaction than the Florida sample. It is suggested that researchers should analyze the effects on the community and environment upon the aged, specifically social participation and social interaction, and whether differences found in this study can be attributed to the planned community itself or to the background and financial factors. To maintain viable communities, it is felt that the developers need to correct some of the inadequacies found. (JS)

ED 065 765

Topfer, Keith V.

A Comparative Study of the Rural Youth Organizations in Australia.

Pub Date Jan 71

Note—137p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, *Comparative Analysis, Data Collection, Financial Support, Organization, *Organizations (Groups), Personnel, *Role Perception, *Rural Youth, *Youth Clubs, Youth Programs
Identifiers—*Australia

A description of the state of affairs of rural youth organizations in Australia is presented. The data were obtained from the following sources: (1) brochures from the various organizations, (2) personal association with the organizations, and (3) from the State Organizers, Chief Executives and other officers. Aspects of youth organizations covered include: origins, structure and composition, pursuits and activities, financial arrangements, employed staff and personnel, and the national structure. The future role of rural youth organization in Australia is found to lie in the context of contemporary Australian society. A bibliography is included. (CK)

ED 065 766

Blankenburg, Richard

Step-Up—A Final Report.

San Diego Community Coll., Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jun 72

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Economic Development, Educational Facilities, *Educationally Disadvantaged, Feasibility Studies, Hypothesis Testing, Inservice Education, Mathematics Instruction, Preservice Education, Reading Instruction, *Released Time, *School Industry Relationship, Skill Development, Student Reaction, Systems Approach, Teaching Techniques

Identifiers—California, *Project Step Up, San Diego

A proposal for Project Step-Up, an endeavor to facilitate upward economic mobility, was submitted, based on the results of a feasibility study. These results indicated that 10 employers of the San Diego Area were prepared to participate in a program to provide adult basic education skills to educationally disadvantaged employees. Participating companies provided classroom facilities on-site at the place of the student's employment. The hypothesis tested was that if the deficiencies in reading and mathematical skills were eliminated, the participants in the program would be able to acquire the necessary vocational skills for a better job through normal public school channels. It was found that employers were willing to grant entry level employees released time to attend classes. Teachers for the project underwent four pre-service training cycles in addition to continuous in-service training on a weekly basis. Teachers used a systems approach. First a diagnostic procedure was utilized to determine student needs and then a course of action was prescribed. Eventually, a Community Learning Center was established in Southeast San Diego. Project Step-Up is the first program funded by OEO that has been completely assimilated in the ongoing program of the contracting agency. Both student and community reaction to

AC 012 746

the project was positive. Both unemployed and underemployed adults have experienced educational and economic success as a result of the project. It is recommended that adult schools consider duplicating the efforts of any of the parts of Project Step-Up. (CK)

ED 065 767 AC 012 749

Henry, Madeline L. And Others
Relationship Between Participation in a Clothing Construction Workshop and Selected Characteristics and Sewing Skills of Low-Income Homemakers in Macon County, Tennessee.
Tennessee Univ., Knoxville. Agricultural Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—SC-798

Pub Date Jul 72

Note—21p.; Extension Study No. 23

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clothing, Data Analysis, Data Collection, Family Life, *Homemaking Education, *Homemaking Skills, *Individual Characteristics, Interviews, *Low Income Groups, Questionnaires, Sewing Instruction, Skill Development, *Workshops

A study was conducted to determine the influence of selected characteristics, family patterns, economic standards and clothing problems of the low-income homemakers in Macon County on their participation in a clothing construction workshop. Changes in homemakers' sewing skills brought about by attendance at the workshop were also determined. Data were collected by means of two questionnaires and through personal group interviews. A contingency Table Analysis Program was used to analyze data. Findings include: (1) Participation in the workshop was not influenced by the personal characteristics of the homemakers; (2) Participation was influenced by the sources of homemaking information used, homemakers' knowledge and involvement in community organizations, and ownership of sewing equipment; and (3) Low-income homemakers participating in the workshop make a significant improvement in clothing construction skills. (Author/CK)

ED 065 768 AC 012 750

Jayaramaiah, Karagada M. And Others
Some General Principles Useful in the Development of Effective 4-H Club Work.
Tennessee Univ., Knoxville. Agricultural Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—SC-795

Pub Date May 72

Note—29p.; Extension Study No. 20

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Collection, *Extension Agents, *Guides, Interviews, *Program Development, Questionnaires, *Surveys
Identifiers—*Four H Clubs, Tennessee, United States

A study was conducted to identify, examine and suggest a set of broad principles effective in the development of 4-H club programs in the United States and Tennessee. Eighty principles of successful 4-H Club work gleaned from related literature were tested in terms of their acceptance as principles by two panels of experts; panel agreement to the way in which they were stated; and their relative importance to successful 4-H club work as seen by panel members. A mail questionnaire with the listing of the 80 principles was sent to every member of the National Panel and the State Panel. It was found that the two panels were in complete agreement with the selection of 57 items as valid principles. Another 14 approved by the National Panel were not favored by the State Panel. Seven items approved by the State Panel were disapproved by the national authorities. The finally accepted 57 principles were suggested for use by county agents as they seek to develop effective 4-H Club work. (Author/CK)

ED 065 769 AC 012 752

Takusong, Ponsook Na And Others
State Inservice Training Programs for Home Agents Regarding Educational Needs of Mothers of Preschool Children.
Tennessee Univ., Knoxville. Agricultural Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—S C-793

Pub Date Apr 72

Note—58p.; Extension Study No. 18

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Data Collection, *Educational Needs, *Extension Agents, Family Life, *Inservice Education, *Mothers, Preschool Children, Questionnaires, State Programs, Teaching Techniques

A study was conducted to gather data on inservice training programs of extension agents. Objectives included: (1) To gather historical information regarding Extension agent inservice training programs conducted in various states in the United States in the area of educational needs of mothers of preschool children; (2) To review generally accepted approaches used by Extension Family Life specialists in presenting attendant subject matter and teaching methods to home agents; and (3) To identify areas of child rearing included by specialists as being most important in Extension programs regarding such needs. Data were secured from studies and reports in Extension work, official publications and personnel letters. A questionnaire was mailed to 39 Extension Family Life specialists. Findings of the study support the national Extension reports of 1952 indicating that Child Development and Family Relationships programs were continuously showing growth. Growth was revealed by the increasing number of Family Life specialists in the various states, the home agent inservice training programs given by the specialists regarding educational needs of mothers of preschool children, and other factors. (Author/CK)

ED 065 770 AC 012 753

Newell, Howard J. And Others
Attitudes of County Leaders toward Expanding Youth Programs in Extension.

Minnesota Univ., Minneapolis. Agricultural Extension Service.

Report No.—SR-32

Pub Date Mar 69

Note—53p.; Minnesota Extension Study 2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, Adult Programs, *Extension Agents, *Extension Education, Leadership, Program Development, *Questionnaires, *Youth Programs

The study of attitudes of various leaders in Extension toward the particular aspects of change in 4-H programs is reported on. This study grew from the need to identify counties where the various types of new program expansion would be favorably viewed in the early developmental stages. A questionnaire was mailed to 1,045 county leaders, with followup letters later. The questionnaire was based on interest in various types of expansion, including adult programs. It was found that the attitude toward an exchange of work in the youth program is highly favored by county leaders. Also, over half of the county leaders actively favored expanding the youth program. (CK)

ED 065 771 AC 012 754

Highlights of the National Workshop for Community Resource Development Leaders.

Department of Agriculture, Washington, D.C. Extension Service.

Pub Date Jun 71

Note—19p.; Workshop held in Washington, D.C. (March 9-11, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Development, *Community Resources, Conferences, Group Discussion, *Leadership, Professional Personnel, *Rural Development, *Workshops

The first National Workshop for Community Resource Development Leaders was held in Washington, D.C., March 9-11, 1971. This report on the conference highlights the presentations of four speakers: (1) "The Road Ahead in Rural Development," by Henry L. Ahlgrens; (2) "Extension Emphasis in Rural Development," by Edwin L. Kirby; (3) "Summary of Group Discussions," by H.A. Wadsworth; and (4) "Challenges in Rural Development," by C.R. Harrington. (Author/CK)

ED 065 772 AC 012 755

A Report on: The National Seminar of American Indian Women [and] the North American Indian Women's Association Established by Delegates of this Seminar.

Department of Agriculture, Washington, D.C. Extension Service.

Pub Date Aug 70

Note—20p.; Conference held at Colorado State Univ., Fort Collins, Colo. (August 2-8, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Community Study, *Females, Group Discussion, *Organizations (Groups), *Seminars
Identifiers—*National Seminar of American Indian Women, North American Indian Women's Association

A report on the National Seminar of American Indian Women is presented. This meeting was planned to provide an opportunity for American Indian women to discuss the needs of Indian communities and expand their understanding of what constitutes an adequate community. The delegates were lay people selected from their home communities. Sixty-eight of the delegates voted to create the first national American Indian women's organization—the North American Indian Women's Association. (CK)

ED 065 773 AC 012 757

Rivera, William M.
T and Sensitivity: A Critique of Lab Education.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Report No.—DD-7209

Pub Date Apr 72

Note—21p.; Discussion draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Development, Conformity, Cultural Factors, Education, Intellectual Development, *Laboratory Training, Personal Values, *Review (Reexamination), *Sensitivity Training, Social Values, *T Groups, Typology

Laboratory education is discussed from three viewpoints: (1) as an instrument for adult resocialization, (2) as an educational challenge which promotes personal but not social reconstruction, and (3) as a value medium which operates against the intellectual and independence modes. Criticism is focused on what the laboratory education technique does not do and for what it overlooks rather than its power. In a section on a typology of forces for adult resocialization, four forces which may serve as catalytic agents for adult crisis are discussed. These forces are: cultural transition, critical social interaction, personal crisis, and/or educational challenge. Alternative adult responses to situational change include readaptation and social reintegration, alienation and social isolation, or major adult development or change. Sensitivity training teaches task-oriented conformity, with little consideration given to the importance of educating people to stand up for their principles or beliefs. Intellect and independence are not encouraged in sensitivity training. Consequently, sensitivity training should review its own purposes and direction in a society aimed toward control, manipulation, ideological confusion, and what has been termed "eternal verities." (JS)

ED 065 774 AC 012 758

Rivera, William M.
"On Making Man Modern"—A Review.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Pub Date Sep 71

Note—18p.; Discussion draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, Comparative Analysis, *Cross Cultural Studies, *Developing Nations, *Industrialization, Middle Class Norm, *Migrants, Occupations, Production Technicians, *Rural Urban Differences, Rural Youth, Social Class

Identifiers—Argentina, Chile, Cross Cultural Research, East Pakistan, India, Israel, Nigeria

A. Inkeles' cross-cultural work is reviewed. Inkeles studied young factory workers in six developing countries (Argentina, Chile, India, Israel, Nigeria, and East Pakistan) to determine their "modernity" characteristics versus their "traditional" or rural orientations. The use of the "modern man" thesis in this study, that is, that the factory can be an educational tool for modernization, is criticized because the term is used loosely and factory work is used as a norm. This "norm" imposes class and psychological status on rural migrants. In addition, factories tend to manipulate rather than educate workers, that is, the individual becomes an instrument for production rather than a functioning unit in society as a whole. Inkeles' view that "psychic unity" is developing as a result of urbanization processes is considered highly "middle-class" in its mentality and ambitions. There is no concept

of man as "change agent" in the modern syndrome. Some of Inkeles' points about modernization trends and nonformal training and education by factories are significant. However, his thesis is stretched too far in trying to envision these trends as normative, good, and unifying. (A. Inkeles, "Making Man Modern," *American Journal of Sociology*, v75 n2 p208-225 Sep 1969.) (Author/JS)

ED 065 775 AC 012 759

Jeter, Ruby Nell. *And Others*
Factors Related to 4-H Membership Status and Selected Characteristics of Ninth Grade Girls in Blount County, Tennessee.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Report No.—Ext Study-19; SC-794

Pub Date May 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Curricular Activities, Comparative Analysis, Females, Grade 9, Graduate Study, *Group Membership, Parent Attitudes, *Participant Characteristics, *Program Evaluation, Rural Urban Differences, School Activities, *Youth Clubs

Identifiers—*Four H Clubs, Tennessee

The problem of decreasing 4-H enrollment among senior 4-H youth in Blount County, Tennessee, was undertaken in this study. Data were collected from 246 ninth grade girls in five county schools. The girls were divided into two groups—current 4-H members (N=62) and 4-H club dropouts (N=184). The groups were compared on personal characteristics, parental and family characteristics, participation in various youth groups, and tasks they wished to learn to perform. Thirty-seven independent variables were identified and used as a basis for comparing the two groups. The subjects' 4-H membership status was significantly related to place of residence, age, length of membership, parents' reactions, number of school and extracurricular groups joined, number of 4-H events and activities participated in, feelings toward competition, attitudes toward record books, and amount of time spent watching television. From the results, it is recommended that (1) there be more planning so that the county 4-H program can meet the needs of girls from urban and rural-nonfarm areas, (2) special attention should be given to first-year members, (3) parents should be better informed of the benefits their children receive at all age levels, and (5) more noncompetitive events should be devised. (Author/JS)

ED 065 776 AC 012 761

Nasution, Amir H.

Functional-Literacy: A Method of Vocational Training for Farmers-Workers: International Literacy Day, 1972.

Ibadan Univ. (Nigeria). Inst. of African Adult Education.

Pub Date 72

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Literacy, Attitudes, Developmental Programs, Farmers, *Functional Illiteracy, Job Skills, *Literacy Education, Mass Instruction, Reading Skills, *Semiskilled Occupations, *Vocational Education, Writing Skills

The purpose of this booklet is to show the role and importance of work-oriented literacy for development, that it is a way of training to adapt techno-vocational and socioeconomic requirements of development. Work-oriented literacy is geared to the felt needs and interests of selected vocational groups—farmers, factory workers, small traders, drivers, etc. This concept teaches literacy abilities (reading, writing, and arithmetic), technical knowledge, vocational skills, and related socioeconomic subjects and problems to be solved. Such a program should be more attractive and useful to adult learners and lead to improved working efficiency and productivity and attitude changes. This booklet also indicates how existing training activities can be enriched or new ones organized without placing too heavy a burden on sponsors, organizers, and learners. In a broader sense, it suggests that literacy campaigns should be integrated with development programs, in most of which farmers and workers play an important role. All means and resources should be employed—functional mass literacy campaigns and selective work-oriented literacy—if illiteracy and ignorance are to be eradicated. (Author)

ED 065 777 AC 012 763

Vescolani, Mildred, Comp. *And Others*

A Basic Reading Guide for Adults.

Arkansas Univ., Fayetteville.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, *Adult Reading Programs, *Curriculum Guides, Developmental Reading, Evaluation, Pattern Recognition, Phonetic Analysis, Reading Comprehension, Reading Instruction, Structural Analysis, Teacher Role, Techniques

Identifiers—Arkansas

This curriculum was compiled to serve as a guide, review, or supplement to the programmed materials currently in use in the Adult Basic Education Program sponsored by the University of Arkansas. The criterion for the materials selected was their ease of adaptability to a job-oriented educational approach. The document is divided into the following sections: (1) Introduction—Basic Reading Instruction for Adults; portions of this section are devoted to Purpose, Adjusting Instructions to Individual Differences, Approaches to Reading, The Dual Role of the Teacher, and Materials; (2) Reading Defined—A Connotative Interpretation; (3) Developmental Reading; there are three major sections in this category—Recognition Pattern (words in isolation, and in context), Recognition Techniques (visual/structural and phonetic analyses), and Comprehension (interpreting meaning and implications, perceiving relationships, evaluation, reading for appreciation, and dictionary usage); (4) Evaluation; and (5) Sequence of Reading Instruction (three stages). (JS)

ED 065 778 AC 012 764

National Office Training Course Catalog.

Department of the Treasury, Washington, D.C.

Report No.—D-6054

Pub Date Feb 72

Note—26p.; Revised edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Catalogs, Clerical Workers, Communication Skills, Correspondence Courses, *Course Descriptions, *Curriculum Guides, Management Education, Self Actualization, Specialists, Special Programs, Supervisory Training, Teachers

Identifiers—*Internal Revenue Service

This catalog lists and describes regularly scheduled training courses offered by the National Office Training Branch of the Internal Revenue Service. It also describes other courses available to National Office employees. The purpose of the catalog is to help supervisors identify training courses that will meet their employees' needs. Employees will find the catalog useful in formulating individual self-development plans. Nine training areas are covered. They are: communications skills, tax law, specialist, instructor, special programs, supervisory and managerial, secretarial and clerical, correspondence courses, and outservice training. (Author/JS)

ED 065 779 AC 012 765

Management Development Study.

Department of Transportation, Washington, D.C.

Pub Date Nov 70

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgets, Cost Effectiveness, Data Collection, Field Trips, *Government Employees, Interviews, *Management Development, Military Personnel, Personnel, Program Design, *Programs, *Research

This document reports on a management development study within the Department of Transportation (DOT). The aim of the study was to develop a systematic approach to management development for military and civilian personnel. A variety of methods was used to gather data including having DOT staff members gather the information to be passed on to the consultants comprising the study team, field trips, formal briefings, interviews, and informal discussions. The study team's views on what steps to take to increase managerial effectiveness were gauged largely on the gravity that executives gave to various programs and the scope of activity that generally applies to sound programs. From the results, the following recommendations are made to the Secretary of DOT: (1) a comprehensive management development program should be

established in all elements of the Department; (2) each element should design and implement a program to meet its current and future needs; (3) each element should utilize a cost-benefit analysis to determine what portions of the program should be done in-house or outside; (4) institutes a department-wide executive development program for high level managers; (5) the Office of Personnel and Training, OST, should provide every assistance; and (6) budgetary priority should be exercised. (JS)

ED 065 780 AC 012 766

National Highway Institute

Informational Guide for Development and Administration of Programs of Education and Training for Personnel of Federal, State and Local Highway Agencies.

Federal Highway Administration (Dept. of Transportation), Washington, D.C.

Pub Date 1 Jan 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, Course Evaluation, *Educational Programs, Federal Government, Financial Policy, *Government Employees, *Guides, Instructional Staff, Local Government, Policy, State Government

This guide outlines various areas of concern to the National Highway Institute. They are: (1) the Institute's role including its mission, scope, functions, and relations with Federal Highway Administration Program offices, state and local governments, universities and technical institutes, and industry; (2) policies; (3) types of programs; (4) employee eligibility requirements; (5) location of courses; (6) fiscal considerations; (7) procedures for submission of program applications; (8) course technical directors and course coordinator responsibilities; and (9) feedback on course value. Various forms are included in the appendices. (JS)

ED 065 781 AC 012 767

Management & Supervision Personnel Administration Training; General Reference.

United States Government Printing Office, Washington, D. C. Training and Career Development Div.

Pub Date Apr 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Booklets, Library Materials, *Management Development, Manufacturing, Marketing, *Pamphlets, *Periodicals, Purchasing, *Supervisors, Training, *Vocational Development

Identifiers—American Management Association

This report lists 329 books in the library of the Training and Career Development Division of the Personnel Service. The books are listed under six categories. They are: personnel administration (46), management and supervision (60), general reference (57), training (20), American Management Association (AMA) publications (118), and United States Civil Service Commission publications (28). The AMA category is broken down into the following classifications: administrative services, finance, international management, manufacturing, general management, insurance, marketing, packaging, personnel, purchasing, and research and development. It is also noted that the library has small pamphlets and flyers in 12 categories and back issues of 10 magazines. (JS)

ED 065 782 AC 012 769

Donohue, Louise R., Comp.

FACAF Basic Bibliographies for Base Libraries:

Self-Education for Adults. Supplement 1.

Pacific Air Forces, San Francisco, Calif.

Pub Date 1 Apr 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Annotated Bibliographies, *Bibliographic Citations, *Libraries, *Military Air Facilities, Military Personnel, Occupational Information, Recreational Reading, Regional Libraries, Research, Special Libraries, Supplementary Reading Materials

Identifiers—*Military Libraries

This 48-item annotated bibliography is a supplement to the basic one published in 1970. These bibliographies are selective subject guides prepared to aid in the fulfillment of the mission of Air Force libraries in the Pacific area by providing reading materials for research,

12 Document Resumes

reference, job information, self-education, collateral reading assistance in formal education and training courses, and for leisure-time recreational reading. The bibliography is listed under 15 categories. They are: general works (1), employment (7), study (2), correspondence schools and courses-directories (1), reading-bibliographies (1), language (English) (2), speech (1), the arts (4), literature (3), music (1), social and behavioral sciences (5), science and technology (7), computer technology (1), mathematics (6), and economics (2). An index is also provided. (JS)

ED 065 783 AC 012 770

Opportunities to Increase Effectiveness of Long-Term, Full-Time Training Program for Civilian Employees: Department of Defense.

Comptroller General of the U.S., Washington, D.C.

Report No.—B-70896

Pub Date 30 Jun 72

Note—50p.; Report to the Congress by the

Comptroller General of the United States

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Educational Programs, Engineering, Federal Government, *Government Employees, Graduate Study, *Higher Education, Management, Officer Personnel, *Review (Reexamination), Sciences, Technical Education

Identifiers—*Department of Defense, General Accounting Office

The General Accounting Office (GAO) undertook a review of management improvements to determine the effectiveness of advanced education programs for Department of Defense civilian employees. This was similar to an earlier GAO report on administering graduate education programs for military officers. In this report, GAO reviewed the long-term, full-time training carried out by the Departments of the Army, Navy, and Air Force. Long-term, full-time training is the formal schooling to which a civilian employee is assigned on a full-time basis for 120 days or more. This schooling includes academic programs offered by private, state, and federal institutions. The courses are usually at the graduate level in management, scientific, engineering, or technical fields. The results indicated that management's approach does not ensure that the program objectives are being met as effectively as possible. Specifically, there are inadequacies in the (1) planning of training programs, (2) selection of participating schools and employees, (3) evaluations of training programs, and (4) administration of training funds. (Author/JS)

ED 065 784 AC 012 771

Sampson, M. W.

How Do Washington's Newspaper Editors Evaluate Their Sources of Agricultural News?—A Survey.

Washington State Univ., Pullman.

Pub Date Feb 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agriculture, Data Collection, *Evaluation, *Extension Agents, Local Issues, *Newspapers, Photographs, Questionnaires, *State Surveys, Surveys, Training

Identifiers—*Washington State

This report presents the results of a questionnaire sent to the daily and weekly newspaper editors in Washington to evaluate their sources of agricultural news. Responses were obtained from 16 of 21 daily newspaper editors queried and 63 of 140 weekly editors. The questionnaire was designed to check the accuracy of newspapers' mailing addresses, how and why editors use agricultural news and photographs, what sources of agricultural news editors rely on and why, and how editors evaluate the agricultural news they receive from all Extension sources. From the results it is concluded that (1) there will be continued reliance on county agents to get news to the state's newspapers; (2) agents need to develop more personal contacts with more weekly editors; and (3) news and photograph quality need to be upgraded and news needs to be more readily adaptable to local situations. The data from this survey will be used in training new and current Extension agents to better meet the needs of Washington's newspapers. (JS)

ED 065 785 AC 012 772

Sampson, M. W.

The Newsletter—An Adult Educator's Tool.

Pub Date 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Educators, *Audiences, *Costs, Extension Education, Information Dissemination, *Newsletters, *Objectives, Printing

The newsletter as an adult educator's tool should inform, promote, guide, and coordinate. Based on Extension Service newsletters, this report presents a number of guidelines for newsletter editors. Among them are checking the costs of producing a newsletter, considering the subject, audience, and objective of the newsletter, and what the audience can gain. In addition, layout, writing style, paper selection, reproduction process (duplicator, mimeograph, offset printing, photo offset, letterpress), mailing regulations, and mailing lists are discussed. A number of studies on the effectiveness of direct mail are reviewed. The advantages and disadvantages of newsletters are noted. In general, however, the newsletter can be a useful and effective method for adult educators to reach adults, and, because of its flexibility, the newsletter can respond to specific needs of a specific audience. (JS)

ED 065 786 AC 012 773

Kirby, Edwin L.

Program Balance and Inner City 4-H Youth Programs.

Pub Date 4 Oct 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communications, Community Characteristics, Decision Making Skills, Development, Developmental Programs, *Inner City, *Program Development, *Rural Youth, *Staff Role, Values, Youth, *Youth Clubs

Identifiers—*Four H Clubs

This report suggests that the goals of the 4-H youth programs in working in urban communities with inner-city young people are similar to those for rural area youth. They are: (1) to assist youth to understand his local community and the larger society, and to aid him in participating more effectively in community life; (2) to assist the youth to develop the tools necessary to aid in competent decision making; and (3) to help prepare the young person for his role in a democratic society. To meet these goals, program and staff development processes for servicing inner-city youth must be strengthened. These improvements will lead to improved staff acceptance of taking program risks (risk-taking is an inherent part of carrying out a balanced program) and increased communication of cultural values between the staff and youth clients. Alternatives for action are proposed. (JS)

ED 065 787 AC 012 776

Spear, George E. And Others

Adult Basic Education National Teacher Training Study. Part I: Review of Literature.

Missouri Univ., Kansas City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Grant—OEG-0-71-4556(323)

Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, Administrative Personnel, *Adult Basic Education, Bibliographic Citations, College Teachers, Counselors, Feasibility Studies, *Literature Reviews, Objectives, Researchers, *Teacher Education, Teachers

Identifiers—*Office of Education

This document is a compilation of 278 abstracts of documents related to teacher training in adult basic education and a 134-item unannotated bibliography of related documents. The literature review is to be used as a reference tool by adult educators at all levels, including classroom teachers, counselors, teacher trainers, and university faculty, program administrators, and researchers. This is the first in a series of four reports of a comprehensive national feasibility study of multiple alternatives for the training of adult basic education teachers and administrators. The major objectives of the total study are to determine the best practices currently in use, kinds of personnel trained, relative cost factors, and expressed needs in the field, as well as recommending a 5-year plan as a management tool to guide the Office of Education in its future planning, thinking, and funding of adult basic education teacher training projects. (Author/JS)

CG

ED 065 788

CG 007 104

Gordon, Ira J.

What Do We Know About Parents-As-Teachers?

Pub Date 4 Apr 72

Note—10p.; Paper presented at the American Educational Research Association in Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Family Influence, Family Relationship, Family Role, *Intellectual Development, Mother Attitudes, *Parent Attitudes, *Parent Child Relationship, Parent Participation, *Parent Role, *Parents

This paper is a general discussion of parents-as-teachers. This topic is approached from the standpoint of natural observation studies and laboratory studies. The natural field observations have been made in homes and in other settings, in which the main analytic technique was correlation. Numerous investigators have examined relationships between classes of parent behavior or even specific parent behaviors and classes of child behavior and sometimes even specific items of child behavior. The second approach of experimentation and quasi experimental studies have used laboratory and field situations to test, under somewhat standard conditions, what parents actually do when they behave as "teachers." Usually the latter term is narrowly defined as giving didactic instruction. The author concludes this report with the presentation of four answers to the question, "What do we know about parents as teachers?" The primary answer was that it is evident that what parents do in the early years in their various roles does influence child intellectual performance. (Author/BW)

ED 065 789

CG 007 109

Hamilton, Jack A. And Others

Measuring the Outcomes of an Individualized Career Guidance System.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Pub Date Apr 72

Note—12p.; Paper presented at the American Educational Research Association in Chicago, Illinois on April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, Counseling, Counseling Goals, Educational Guidance, *Guidance, Guidance Counseling, Guidance Programs, Guidance Services, *Individual Counseling, *Individualized Programs, Measurement, *Occupational Guidance, Pupil Personnel Services

During the past five years, staff of the American Institute for Research (AIR) in Palo Alto, California have been developing, field testing, and revising a guidance system especially suited to systems of individualized education. A primary aim of AIR's Comprehensive Career Guidance System (CCGS) is to help each student plan wisely for the future. This paper has attempted to provide a rationale for, as well as examples of initial results from, the application of criterion-referenced measurement within an individualized career guidance system. Goals in the area of 'life' education have been identified and important indicator skills isolated. Educational experiences have been constructed which relate to these goals. Assessment of desired outcomes is attempted in terms of skill demonstration on items which relate directly to the goals of instruction. Results are used both to assist individual students in mastering desired skills and to improve the guidance system itself. (Author/BW)

ED 065 790

CG 007 210

Katz, Marlene L.

Attitudinal Modernity, Classroom Power and Status Characteristics: An Investigation.

Pub Date 5 Apr 72

Note—23p.; Paper presented at the annual meeting of the American Educational Research Association in Chicago, Illinois on April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Status, *Elementary School Students, Ethnic Status, Group Status, Leadership, *Leadership Qualities, Social Class, Social Status, *Socioeconomic Status, *Status, Status Need, *Student Leadership, Youth Leaders

The theory used in this study predicted that the individual who is "high" on the status charac-

teristics will assume leadership as a function of a diffusion of the "high" evaluation to expectations about other competencies. In general, it was expected that differentially evaluated external status characteristics such as sex, race, and social class may have sufficient effect in determining classroom power and prestige orderings to bear examination. The data came from a controlled survey in which approximately one-hundred fifty low income sixth grade students were observed in their classrooms and administered a questionnaire, once at the beginning of the school year and again at the end of the first semester. The author attempted to find a relationship between an individual's power and prestige in the classroom, and that individual's attitudinal modernity. A positive relationship was found between student verbal initiation and student sense of occupational control, sense of modernism and expectation for success, whereas there is no relationship between student sense of political control and verbal initiation. (Author/BW)

ED 065 791 CG 007 251

Buck, R. And Others

Sex, Personality, and Physiological Variables in the Communication of Emotion via Facial Expression.

Report No.—R-72-10

Pub Date 69

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Communication (Thought Transfer), Communication Problems, Communication Skills, *Individual Differences, *Nonverbal Communication, Physical Characteristics, *Sex Differences, *Visual Literacy

One goal of this study was to investigate sex differences in facial expressiveness. The study used all possible combinations of males and females in the positions of "sender" and "observer" of the facial communication to determine which factor was responsible for the superior accuracy among females, as reported in a previous study. Another goal of this study was to replicate the negative correlation found in the previous study between communication accuracy and physiological responding. Subjects were 32 female and 32 male undergraduates at the University of Pittsburgh. These subjects were run in 32 sender-observer pairs using a special apparatus and detailed procedure. The results indicated that female senders showed more accurate communication than male senders, but female observers were not reliably more accurate than male observers. The experimenter rated females as exhibiting more facial movement than males. This study replicated the findings of an earlier study which found a negative relationship between facial communication and skin conductance responding for males, but the correlation for females did not attain significance. (Author)

ED 065 792 CG 007 263

Fisher, Allan H., Jr.

Preliminary Findings from the 1971 DoD Survey of Drug Use.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.

Report No.—HumRRO-TR-72-8

Pub Date Mar 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Armed Forces, *Drug Abuse, *Drug Addiction, Drug Education, *Enlisted Men, Health Education, Marijuana, Military Personnel, *Narcotics

This report is Phase I of a two-phase research project to study the extent of use of nontherapeutic drugs in the Armed Services, and to identify demographic correlates of drug abuse. A stratified sample of 36,510 enlisted men, representative of the four Armed Services on a worldwide basis, responded to a 73-item Survey of Drug Use. Reported use of drugs in the period Sep 70-Sep 71 was highest for men in the Army. Army personnel also reported the highest daily drug usage rates. Except for the Army, daily usage rates for drugs were less than 2%. Major correlates of daily narcotic use included age, rank, race, and military service. Nontherapeutic drug use is predominantly reported by younger

enlisted men, in the lower pay grades. Higher rates of drug use are reported by non-whites. Use of drugs as a civilian is positively related to drug use in the Service. The report also contains findings on drug acquisition, availability, sources, of supply, and recognition of drug problems by admitted users of nontherapeutic drugs. (Author)

ED 065 793

Kagan, Norman

Influencing Human Interaction.

Michigan State Univ., East Lansing.

Pub Date 72

Note—206p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Counseling Goals, Counseling Instructional Programs, Counselor Acceptance, *Counselor Attitudes, Counselor Performance, Counselors, *Counselor Training, Helping Relationship, *Instructional Innovation, Instructional Materials, *Interpersonal Relationship, Manuals, Therapeutic Environment, *Video Tape Recordings

This manual implements a method which appears to be more reliable and more efficient than traditional methods for achieving some of the more complex objectives in the education of mental health workers. This study used the method of videotape instructions, demonstrations, and exercises. The general overall purpose was to help the worker become a better listener and a more effective communicator. In other words, the expectation was that the worker would become more deeply involved and respond to another in such a way as to encourage that person to go further, to explore deeper, to cooperate and to change. The program is divided into seven units. Unit I acquaints the subject with specific response modes of effective interviewer communication. Unit II provides stimulus material to help increase sensitivity to the client. In Unit III the listener reviews his/her own interview behavior. The fourth unit teaches the enquirer role. Unit V places the listener into hypothetical feedback situations. Unit VI deals with techniques for changing the counselor-client relationship. Finally, the last unit is a summary and theory unit. (Author/BW)

ED 065 794

Kotsch, William E.

Gaze Patterns, Verbal Insult and Instrumental Aggression.

Pub Date 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, Anti Social Behavior, Behavioral Science Research, *Hostility, *Nonverbal Communication, Oral Communication, *Verbal Communication, Verbal Stimuli, Violence, Visual Measures, *Visual Stimuli

This study investigated the effects of three gaze patterns—staring, normal looking, glancing and avoiding eye contact and verbal insult on instrumental aggression. It was hypothesized that the experimental manipulation of verbal insult will: (1) not affect shock intensity or duration (2) not increase the subjects self-reported hostility, and (3) cause the subjects to report greater dislike for the insulting victim. In regard to the victim's gaze patterns, it was hypothesized that: (4) the victim's stare will decrease intensity and duration of shock delivered by the subjects and that (5) the victim's visual avoidance behavior will cause the subjects to administer shocks of greater intensity and duration. Forty-eight male undergraduate subjects were randomly assigned to the cells in a 2x3x3 factorial design. The major measurement apparatus was a modified Bus Aggression Machine (BAM). The results showed that the insult condition was apparently not effective in arousing the subjects emotionally, and that gaze patterns did not significantly influence the intensity of the subjects' emotions. (Author/BW)

ED 065 795

Mattison, Mary Ann Starkey, John D.

A Study of the Attitudes of Students Toward Their Counselors.

Pub Date 70

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Counseling, *Counseling Effectiveness, Counseling Programs, Counseling Services, *Counselor Acceptance, Counselors, Educational Counseling, Evaluation, *Guidance Counseling, Helping Relationship, *Student Attitudes, Vocational Counseling

This study investigated students' attitudes toward their counselors in a small midwestern high school. Various groups in the high school were identified and their attitudes compared. Attitudes were obtained in the areas of personal, vocational, and educational counseling. The data was obtained by administering an opinionnaire to the freshmen and seniors in the high school. The major finding of this study was that in general most groups held the same attitudes toward their counselor. Concerning personal counseling, most groups agreed that their counselor understood them, was interested in their welfare, and was not too busy to listen to them. Most groups also felt that they could communicate with their counselor and would rather not have a different counselor. Whether the counselor was thought of as a disciplinarian or lacked empathy, or whether it was feared he might put damaging information in students' records was not measured by this study. It was suggested that another study would have to be done to find these answers. (Author/BW)

ED 065 796

Strassberg, Donald S. Wigen, Emily

Conformity as a Function of Age in Preadolescents.

Pub Date Apr 72

Note—11p.; Paper presented at the Eastern Psychological Association in New York, New York on April 12, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Conformity, Educational Research, *Elementary School Students, *Identification (Psychological), *Junior High School Students, *Peer Groups, Social Behavior, Student Adjustment, *Student Behavior, Student Development, Student Research

Two hundred males and 212 females in grades three through eight were tested for conformity to peers using Asch-type stimuli and a modified Crutchfield procedure. The results showed that, with difficulty level controlled, conformity decreased with age between eight and eleven years and then increased to age thirteen. Discrepancies among earlier investigations in this area were discussed. Explanations for these discrepancies in terms of the subjects' initial ability or ambiguity of the task were seen as inadequate. An alternative explanation in terms of a failure to recognize a curvilinear relationship between the variables is offered. The results of this study were found to be consistent with the explanation in an earlier study that conformity is affected by age only indirectly through its effects on certain situational variables. These variables include changes in social organization and changes in flexibility and generality of norms. (Author)

ED 065 797

Stull, G. Alan

Abstracts of Research Papers 1972.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 72

Note—137p.; Presented at the Houston Convention of the American Association for Health Physical Education and Recreation, March 24-27, 1972

Available from—American Association for Health, Physical Education, and Recreation, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC-\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Abstracts, *Conferences, *Health Education, *Physical Education, Publications, *Recreation, Research Projects, Resource Materials

This volume of "Abstracts of Research Papers 1972" is comprised of abstracts, precisely as submitted by the authors, of the 128 papers scheduled for presentation at the 1972 Houston convention of the American Association for Health, Physical Education and Recreation. Although an attempt was made to group papers by subject content, this was not always possible. The name and address of each author, to whom inquiries for further information may be sent, appear after each abstract. An index of all authors appears in the end of the volume. (Author/WS)

ED 065 798

A Survey of Nursing Home Staffing Patterns and General Needs in the State of Maine.

Maine's Regional Medical Program Research and Evaluation Service, Augusta.

Pub Date Oct 70
Note—256p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Health Facilities, Health Personnel, *Health Services, *Medical Services, Medical Treatment, Nurses, *Nursing, *Nursing Homes, Personal Care Homes

A study of nursing homes in Maine was conducted by student researchers during the summer, 1970, under Maine's Regional Medical Program (MRMP). The survey, focusing on staffing patterns and general needs in nursing homes in Maine, was conducted in order to determine ways in which MRMP might assist the nursing homes and the Maine Department of Health and Welfare in their efforts to provide the best possible patient care. The tabulation of the data which was collected forms the basis of the report. It was found that for the most part nursing homes are understaffed, particularly in regard to trained nurses. Recommendations are made such as: the standardization of state and federal requirements; a revision of medicare toward greater responsiveness to patient's needs; and a greater availability of occupation, physical, speech, and psychological therapists to nursing homes. (Author/WS)

ED 065 799 CG 007 347

School Achievement of Children by Demographic and Socioeconomic Factors, United States.

Health Services and Mental Health Administration (DHEW), Rockville, Md. Div. of Emergency Health Services.

Spons Agency—Public Health Service (DHEW), Arlington, Va.

Pub Date Dec 71

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Children, Comparative Testing, *Demography, Economic Factors, *Educational Testing, Psychological Testing, Social Factors, *Socioeconomic Influences, Testing, *Testing Programs

This is the second report on the school achievement of children 6-11 years old in the noninstitutionalized population of the United States as estimated from the Reading and Arithmetic subtest data of the Wide Range Achievement Test (WRAT) obtained in the Health Examination Survey of 1963-65. It contains findings by selected demographic and socioeconomic variables. Three different survey programs are utilized in the National Health Survey. The report contains findings from the Reading and Arithmetic subtests of the WRAT by age, sex, race, region, size of place of residence and population change from 1950 to 1960, family income, education of parent, and grade in school. These findings are shown in terms of raw scores, standard scores, and grade equivalents. A battery of tests, designed to assess some aspects of mental growth and behavioral development, was included as part of the standardized examination. Significant differentials in school achievement were found over all variables which were considered. (Author/WS)

ED 065 800 CG 007 349

Baizerman, Michael And Others

Pregnant Adolescents: A Review of Literature with Abstracts 1960-1970.

Pittsburgh Univ., Pa.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Maternal and Child Health Services.

Pub Date Dec 71

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, Adolescence, *Adolescents, Annotated Bibliographies, *Bibliographies, *Females, Illegitimate Births, *Literature Reviews, *Pregnancy, Teenagers

This is a review of literature (with abstracts) dealing with adolescent pregnancies. Most of the programs developed to meet the needs of the pregnant adolescent are relatively new. Therefore, the literature which has been published on adolescent pregnancy is heavily weighted with articles which demonstrate the size and kind of problem, not with evaluative research of these programs. The articles which originate from various helping professions have one of two foci: A total program in progress or a particular service or treatment model recently tried; or one or more cases and the services given to them. From this review of articles, it can be concluded that we must await evaluative studies of these programs recently funded and now in progress. (Author/WS)

ED 065 801

CG 007 356

Bligh, Harold F. Shaffer, W. Michael

Stability of Students' Educational and Vocational Plans.

Pub Date Mar 72

Note—31p.; Paper presented to the annual convention of the American Personnel and Guidance Association in Chicago, Illinois on March 25-30, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Planning, *Followup Studies, *High School Students, *Vocational Counseling, *Vocational Development, Vocational Education

This study examined the stability of students' educational and vocational plans over a two-year period. The Student Information Questionnaire of the Ohio Vocational Interest Survey was administered to a sample of eighth-graders who were again tested two years later. In general, the older students had more stable plans than the younger ones and the girls' plans were more stable in all age groups. In almost every case at least half or more of the students changed their plans during the two year period. The data has significance for people responsible for planning guidance programs and services. Students' plans tend to change, especially in the early secondary grades, and students need greater exposure to information about vocational education programs. (Author/WS)

ED 065 802

CG 007 357

Bolaria, Bhopinder S.

Health Care, Health and Illness Behavior of Low Income Families in the State of Maine.

Maine's Regional Medical Program Research and Evaluation Service, Augusta.

Pub Date Jan 71

Note—223p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Health, *Health Conditions, *Health Facilities, *Health Needs, Health Programs, *Health Services, Low Income, *Low Income Groups, Medical Treatment

This study on health care and health and illness of low income families is based on findings from interviews with 301 low-income families in the state of Maine. The findings show that a majority of the families have various health or medical problems which need immediate attention. These problems range from dental care and chronic medical conditions to inadequate physical and sanitary conditions. These families lack access to medical services and facilities and show a low utilization of existing services. Many of the families use folk-medicines and remedies for health care. Lack of financial resources is the primary reason reported for lack of accessibility to a doctor. A direct relationship was found between socio-economic status and health and illness behavior patterns. A very high proportion of the families appear to be receptive to proposed services and facilities such as health screening programs and community health centers or clinics. (Author/WS)

ED 065 803

CG 007 358

Bolaria, Bhopinder S.

Health Care, Health and Illness Behavior of American Indians in the State of Maine.

Maine's Regional Medical Program Research and Evaluation Service, Augusta.

Pub Date Feb 71

Note—214p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Family Health, Health, *Health Conditions, *Health Facilities, Health Needs, *Health Services, *Indians, *Medical Services

This research monograph reports findings based on studies conducted by Maine's Regional Medical Program Research and Evaluation Service from interviews of 90 families in Indian communities. The report covers self-evaluation of health, patterns and sources of medical care, attitudes toward health care, perception of services, and survey results. The data shows that over three-fourths of the families have various health and medical problems which need immediate attention. These problems range from chronic medical conditions and dental care needs to inadequate physical and sanitary conditions. Medical problems are seen as being closely related to poverty, lack of services and previous illness. The multitude of health and health-related problems faced by American Indian families are further accentuated by the present health care system. Ill

health of the poor is accentuated by high medical costs, inequitable distribution of health personnel and facilities and a loosely integrated system of health care delivery. A high percentage of the families are receptive to proposed services and facilities. (Author/WS)

ED 065 804

CG 007 371

Case, Helen E.

Drug Education An Awakening: A Report of the NEA Task Force on Drug Education.

National Education Association, Washington, D.C.

Pub Date 72

Note—18p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Drug Abuse, Drug Addiction, *Drug Education, Drug Legislation, *Health Education, *Marihuana, *Narcotics

This is a 1972 report of the NEA Task Force on Drug Education. Because of the critical proportion which drug misuse has reached in the United States, the federal government has undertaken a major national leadership role in drug education. More than a quarter of a billion dollars will be spent over the next five years in education, rehabilitation, and research efforts. The focus of federal, state, and local programs is on the individual in all aspects of his/her life. It is the belief of the NEA Task Force that teachers should be able to look to their national, state, and local professional associations for leadership and assistance with educational programs in dealing with drug misuse. The NEA Report includes the following: (1) Definitions; (2) Facts about marijuana; (3) Status of Drug Education; (4) Recommendations; and (5) Questions for further study. (WS)

ED 065 805

CG 007 372

Celio, David L.

After Innovation: Perspective on a Parent Orientation Program.

Pub Date 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Freshmen, Colleges, *Evaluation, Freshmen, Innovation, *Orientation, *Parent Counseling, Parent Reaction, *Parent Workshops, Student College Relationship, *Student Personnel Services, *Universities

This paper describes the summer Parent Orientation Program at the University of Maryland and an evaluation of the program several months later. The goal of the program was to educate parents in the facilitation of their son's or daughter's transition from high school to college. Another goal was to recognize parents as a vital part of the university community. This recognition was attempted through a response to the needs of the parents. The incongruence in values between the generations shows the need for efforts at improving understanding among children, their parents, and the university. The results showed that parents who attended the Orientation Program generally approved of it, evaluating the program favorably. They continued to regard the Program highly during the school year. From the data it appears that the program was successful, because it made the University more familiar to the parents and because it allayed fears of the parents that their son/daughter would not succeed. (Author/WS)

ED 065 806

CG 007 373

Hill, Barbara

Health Paraprofessionals for a Model Cities Program: A Review and Evaluation Two Years After Training.

Columbia Univ., New York, N.Y. Coll. of Physicians and Surgeons.

Pub Date 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Opportunities, *Followup Studies, *Health Personnel, Job Training, Subprofessionals, *Technical Education, *Training

This paper presents a follow-up of what happened to health service personnel two years after training in an innovative program. Residents of a disadvantaged community were trained to serve as Family Health Workers, being provided with

employment opportunities as well as academic accreditation. The program included academic courses related to community health practice and on-the-job training in public health field settings. The Model Cities Family Health Worker program was evaluated for the most part as a success. However, if the program were to be repeated, recommendations are made for a closer integration of academic and on-the-job training. In addition, another counselor would be needed to supervise and counsel the trainees. More curriculum input from supporting hospitals in the training process would be an essential addition and hopefully neighborhood health centers would play a greater role in field training. (Author/WS)

ED 065 807 CG 007 374

Christensen, Val R.

Design and Significance of Student Codes of Conduct.

Pub Date 70

Note—25p.; Speech given at APGA Convention, March 25-30, 1972, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, *College Students, *Conduct, Misbehavior, *Student Adjustment, *Student Personnel Services

The purpose of this study was to conduct a survey of existing student codes of conduct found in university student handbooks for answers to these questions: (1) What are the stated purposes and values of student conduct codes? (2) What are the rationale that universities use to justify policies regarding the non-academic lives of students? (3) How are codes developed and revised? (4) What trends can be seen in code development? (5) Which student handbooks have particular policies dealing with nineteen specific colleges and universities. Each code was evaluated according to nineteen variables. An effort was made to outline the philosophic rationale used to justify codes, to determine methods used to establish and revise the codes, to state values and purposes, and to list trends. Conclusions were drawn on the basis of the findings. (WS)

ED 065 808 CG 007 383

Duncan, James P.

With Emphasis on the Education in Co-Educational Living.

Pub Date Mar 72

Note—19p.; Paper presented at APGA Annual Conference in Chicago, Illinois on March 26-30, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Coeducation, *College Housing, College Planning, House Plan, Housing, Housing Patterns, *School Organization, *Sexuality, *Social Attitudes, Social Maturity

In this article, the author advocates co-educational residence halls for college/university campuses. He argues that this living arrangement is more natural and promotes the fullest possible development of the individual through meaningful relationships with the same and opposite sex; it helps to teach the residents personal and social integration and to solidify sexual identity. The author discusses the meaning of co-ed arrangements, how single sex buildings can be adapted and to whom (and why) co-ed living should be offered. The multiple advantages for student and housing administrators of co-ed living are listed. It is mentioned that the issue posed in pursuing the subject of co-ed housing is related to the extent to which colleges can come to grips explicitly with sexual behavior as it relates to "residential education." In summary, the author states that he is advocating, based on student developmental needs, co-educational living as a vital component of residential education. (Author)

ED 065 809 CG 007 388

Eisenberg, Leon

Poverty, Professionalism and Politics.

Pub Date Apr 72

Note—11p.; Speech presented at the 49th Annual Meeting of the American Orthopsychiatric Association, April 6, 1972, Detroit, Michigan

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economic Disadvantage, Low Income, Low Income Groups, *Political Attitudes, Political Issues, *Political Power, Politics, Poverty Research, *Professional Personnel, Public Opinion, Social Action, *Social Attitudes, Standards

The author contends that with all the force of religious revelation, a self-evident truth has erupted into professional consciousness: the earth and its treasures are finite. And from that long since obvious proposition spring revolutionary consequences. It is suggested that the reason this obvious truth is just recently becoming a startling revelation is because we are approaching the limits of the earth's finitudes. This concept is oversimplified and overstated by the author in order to more sharply focus on the challenges to be faced. Although further economic growth is possible, it is suggested that the growth rate must of necessity slow down. Examples are cited of the ways in which this new state of affairs has begun to affect professionals and thus to penetrate their consciousness. Also cited are a number of areas such as the welfare system and the tax structure about which general public beliefs are myths. It is concluded that a necessary way for professionals to serve their clients is to become actively involved in the political arena. (BW)

ED 065 810 CG 007 391

Fadale, Vincent E. And Others

Abortion, Birthright and the Counselor.

Pub Date Jan 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abortions, *Counseling Services, Counselors, *Females, *Pregnancy

This transcript is the result of panel presentation given on the implications of liberalized abortion laws for counselors. A new law which went into effect in July, 1970, in New York State presented women with the option of obtaining a legal abortion up to the 24th week of pregnancy. Counselors in New York State were, therefore, presented with new alternatives in dealing with women with unwanted pregnancies. The panel included a gynecologist discussing the impact of the law on the state and a college community; a Newman chaplain reflecting on alternatives to abortion; two counseling psychologists discussing personal reactions to the abortion issue and its impact on a college population; and a black counselor comparing the reaction of whites and nonwhites to unwanted pregnancies. The problem of unwanted pregnancy presents serious dilemmas to counselors. This panel presentation was an attempt to incorporate a wide range of viewpoints on this issue. (Author/WS)

ED 065 811 CG 007 400

Ghini, Constantino And Others

Evaluation Report Project 8 Children, Orleans Parish School Board.

Louisiana State Univ., New Orleans.

Pub Date 72

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *Evaluation, *Experimental Schools, Neighborhood Schools, School Integration, *Schools, Student Distribution, *Student Grouping

"Project 8 Children" was conducted for a three year period in three New Orleans public schools for educating diverse populations of student within a single community. At the end of that time an evaluation of project results was conducted. Operational objectives and scope of the project were continually revised as time went on. This process was healthy and accounted for the project's gradual improvement. It also prevented the establishment of baseline data for evaluation purposes. According to the evaluators, the project's main objective, as stated above, was partially reached. The achievement of results was hindered by the overall resistance to change by school personnel, conflicting priorities, personal allegiances, activities spread too thinly, and the expenditure of time, money, and effort on services that contribute little to the total student body's increase in educational improvement. Those gains which did occur were difficult to identify due to insensitive statistical instruments, inadequate testing, and the lack of a control group. (Author)

ED 065 812 CG 007 404

Gluckstein, Norma B.

Parents as Lay Counselors: The Development of a Systematic Community Program for Drug Counseling.

Pub Date 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizen Participation, *Community Programs, *Counseling, Counseling Effectiveness, Counseling Goals, *Counselors, *Drug Education, Helping Relationship, Instructional Programs, *Microcounseling, Paraprofessional School Personnel, Parent Counseling, *Parent Participation, Training

The purpose of this study was to determine whether or not short-term training (60 hours) could produce paraprofessional counselors, competent in counseling skills, who would work effectively in their home-community on drug related problems. Three distinct areas of concern were evaluated: the effect of the program on the trainees with regard to drug knowledge and attitudes, the effect of the training upon the trainees with regard to counseling skills acquisition, and the role the trainees played in the community seven months after training. The results of the study indicated that the trainees did in fact learn the skills taught and did maintain them over a period of time, but the community effectiveness was a far more difficult thing to achieve. (Author)

ED 065 813 CG 007 407

Greer, Candace D. Cole, Steven G.

Non-Participation in a Public Family Planning Program After a Commitment to Participate.

Pub Date 72

Note—17p.; Paper presented at the Southwestern Psychological Association Meeting, Oklahoma City, Oklahoma, April 20, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Family Planning, Family Projects, Individual Characteristics, Investigations, *Participant Characteristics, *Participant Involvement, Participation, *Population Education, Research, *Statistical Studies

The purpose of this study was to ascertain reasons for non-participation in a public family planning program following a commitment to participate. A sample of 650 women who had made appointments at a public family planning clinic were divided into four groups: Post-Partum Kept (PPK), Post-Partum Missed (PPM), Supply Kept (SK), and Supply Missed (SM). Interviews were completed on 329 (51%) of the sample. The focus of each interview was a 45-item attitude questionnaire. A multiple discriminant analysis (MDA) on the background data revealed no significant differences among any of the four groups of respondents. A principal component factor analysis with varimax rotation computed on 45 attitude items resulted in three independent content-homogeneous components which accounted for approximately 27% of the total variance. No significant differences were found between the SK and SM groups. It was concluded that respondents who missed post-partum appointments had less favorable attitudes toward birth control and the clinic, and were more concerned with personal rights than the respondents who kept the appointments. (Author/BW)

ED 065 814 CG 007 412

Harrison, Don K.

Similarity-Disimilarity in Counselor-Counselor Ethnic Match and Its Relevance to Goal Behavior of Job Trainees.

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 72

Note—188p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Counseling, Counseling Effectiveness, Counseling Goals, Counselor Acceptance, *Counselor Attitudes, *Counselor Evaluation, *Ethnic Grouping, Ethnic Groups, *Ethnic Relations, Minority Groups, Negroes, Vocational Counseling

This study was designed to explore the attitude of black manpower trainees towards counselors who differed in race and to determine the effects of counselor race on goal persisting behaviors as perceived by manpower trainees. Subjects were 191 unemployed black males (N=75) and females (N=116) who were enrolled in three programs in Detroit, Michigan. A total of 19 counselors were included, 6 black and 13 white. Data were collected by means of questionnaire and two instruments, administered during personal interviews. There were six principal findings of this study. The interpretation of these findings was that those trainees with black counselors expected less and perceived that they got more than

anticipated, while those with white counselors expected more and perceived that they got less than expected from the counseling relationship, suggesting that trainees become pro-black. The findings are discussed in terms of the different expectations trainees had for white and black counselors. (Author/BW)

ED 065 815 CG 007 413

Heaps, Richard A. Seamons, Terry R.

Group Desensitization: Techniques and Problems of Application.

Pub Date Mar 72

Note—24p.; Paper presented at the American Personnel and Guidance Association Convention, Chicago, Illinois, March 25-30, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Behavior Development, Behavior Problems, Change Agents, Conditioning, *Desensitization, Group Experience, Groups, *Group Therapy, Habit Formation, Learning Processes, *Progressive Relaxation, *Psychotherapy

This paper provides some practical as well as theoretical uses of group desensitization. It is hoped that the reader will gain some knowledge as to how to apply this technique in a variety of situations as well as with a number of variations. Although some problems of application have been mentioned, the authors intend that the therapist feel a degree of flexibility in modifying these techniques to fit his purposes. This paper is broken down into the following topics: (1) relaxation training, (2) problems in relaxation training, (3) anxiety hierarchy construction, (4) relaxation-imagery process, and (5) variants of group desensitization. The authors mention that in vivo (live rather than imagined) group desensitization is another variant that has been shown to have merit. Although equally as effective as desensitization procedures, it can often become impractical when other simpler approaches are also available. It is also pointed out that relaxation as a technique is rapidly becoming a popular therapeutic device for handling everyday tension. (Author/BW)

ED 065 816 CG 007 417

Humphreys, Paul H.

Paraprofessional Issues: Help Giving, Help Taking and Status, Role and Social Network Considerations.

Pub Date Mar 72

Note—23p.; Speech given at the American Personnel and Guidance Association Meeting, Chicago, Illinois, March 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling, Counseling Effectiveness, Counseling Goals, *Paraprofessional School Personnel, Professional Occupations, Professional Personnel, *Professional Recognition, *Professional Training, *Standards, Status

The author had two major goals in this paper. Firstly, he wanted to talk about what it means to be professional, and in particular, about how the claim to professionalism is established and how it is defended when under attack. Secondly he was concerned about the more elusive condition of paraprofessionalism. It is stated that although the ordinary counselor is able to counsel and present himself as a counselor, the counselor is not qualified merely by virtue of his excellence in counseling. The author follows this discussion by mentioning that there is evidence that the relationship between a degree in counseling and skill in counseling is somewhat shaky. In conclusion a few observations are presented concerning a realistic way out of the paraprofessional dilemma. The first suggestion is that there are more routes than one to realize the goal of skilled and able counselors. The other suggestions are that ability ranking be used within the profession, and that we curb a too zealous and exclusive professionalism. (Author/BW)

ED 065 817 CG 007 425

Jones, J. B.

Student Personnel Administrators as Influencers of Institutional Environment.

Pub Date Feb 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Change, *Administrative Organization, Administrative Personnel, Administrative Policy, *Administrator Attitudes, *Administrator Role, Educational Administration, Environment, Institutional Ad-

ministration, *Institutional Environment, *Student Personnel Workers

This paper was based upon the thesis that there are environments which will effect positive relationships between people and will regulate their modes of thought and subsequent actions. It was further postulated that there is an ordering of values by rural residents and a corresponding urban ordering of values. In view of the foregoing, it was appropriate to ask, what is growth producing in respective colleges and universities? Six significant environmental factors were identified which must receive attention if an administrator is to be effective. They are: (1) physical factors, (2) academic standards and regulations, (3) scholarship and financial aid, (4) standards of personal behavior, (5) student activities and the university calendar of events, and (6) the interpersonal relationships of students and staff. In addition a discussion was presented of the techniques for influencing the environment. These included: (1) alliance with administration, (2) faculty coalition, (3) student involvement, (4) individual manipulation, and (5) modeling. It was concluded that the basis for further discussion may concern itself with influencing institutional environment, by whom and for whom. (Author/BW)

ED 065 818 CG 007 436

Lenning, Oscar T. Johnson, O. Bernard

Exploring College Success: Where Should We Go From Here?

American Coll. Testing Program, Iowa City, Iowa.

Pub Date Mar 72

Note—31p.; Paper presented at the American Personnel and Guidance Association on March 25-30, 1972 in Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, College Graduates, College Role, Colleges, *College Students, Educational Objectives, *Evaluation, Failure Factors, Grades (Scholastic), *Performance Factors, Prediction, *Success Factors

Grades and persistence have long dominated research concerning college success, but there are many important types of college success that should be considered in evaluating the effects of a college program. A thorough review of thousands of research articles published during the decades of the 50's and 60's revealed over 20 broad developmental areas that are considered important criteria of college success by various researchers. Some published research studies relating the criterion to other variables in an attempt to understand or predict the criterion were found for each area. There is an acute need for new research priorities and a new research outlook in the area of college success. Reappraisal and redefinition must take place, new criteria and predictors must be explored, specific methodological and philosophical pitfalls of the past must be avoided, and steps must be taken to maximize the practical impact (on students, college officials, faculty, society, etc.) of such research. (Author)

ED 065 819 CG 007 441

MacLennan, Beryce W.

The Personalities of Group Leaders: Implications for Selection and Training.

Pub Date 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Group Dynamics, Group Unity, Individual Characteristics, Leader Participation, *Leadership, *Leadership Styles, *Leadership Training, *Personality, Personality Assessment, Personality Problems, Personality Studies

This paper discusses the growing recognition that the personalities and life experiences of group leaders are important factors in their effectiveness. Leaders should be warm, empathetic, responsive, understand individual and group behavior, give feedback, be trusted and accepted. Life experiences and personal development are important for the acquisition of empathy. Implications for leader selection, training, and credentialing are examined. The first implication is for professional mental health specialists and group leaders to reassess themselves and the system they sustain. The second is to seriously address what is known and what is necessary to know about the methodology of selecting group leaders in terms of their personality characteristics. The third is to consider how we develop a functional system for the continuous efficient

utilization, development and advancement of group leaders in human services. (Author/BW)

ED 065 820 CG 007 450

Miller, Theresa M.

[The Open Door Versus the Revolving Door.]

City Univ. of New York, Brooklyn, N.Y. Kingsborough Community Coll.

Pub Date Apr 72

Note—15p.; Paper presented at the 49th annual meeting of the American Orthopsychiatric Association on April 5-8, 1972 in Detroit, Michigan

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Admission, College Freshmen, College Placement, College Preparation, *College Students, Higher Education, Junior Colleges, *Junior College Students, Post Secondary Education, *Student College Relationship, *Student Personnel Services

New York City high school graduates, regardless of previous academic history, were eligible for admission to one of the free city colleges in September 1970. That free college costs a lot more money than free high school is part of the problem with which the new student population had to cope under Open Admissions. For some students the combination of financial and academic pressures, along with family resistance, made the open door a revolving door; for others obstacles were meant to be overcome. The adaptation of the institution to the person and the person to the institution is described, using material drawn from the author's counseling experience at Kingsborough Community College during the pre- and post-Open Admissions years from 1969 to the present. The author suggests that in the near future it will become necessary to evaluate the effectiveness of open admissions. The primary criteria used will probably be percentages. (Author)

ED 065 821 CG 007 451

Mithaug, Dennis E. Stewart, Jeffery E.

The Effects of Competitive Contingencies on Social Comparisons, Academic Performance, and Competition.

Pub Date 69

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Academic Failure, *Academic Performance, *Behavioral Science Research, Behavior Patterns, Social Behavior, Social Experience, *Social Factors, Social Influences, Social Relations

In this research competition is examined conceptually in order to develop a functional definition that will facilitate systematic research on the process. Competitive behavior is defined as behavior that is a positive function of a comparison of the results of one person's behavior with the results of another's behavior. Comparisons, in turn, can be identified operationally when a person looks at the results of his own performance and at the results of another's performance. In the research, the effects of competitive contingencies (rewards for a comparison outcome) on social comparisons, academic performance and competition were investigated. In general, the amount of competitive contingent reward accounted for changes in the three variables. Limitations of this finding were discussed in light of data from one subject whose competitive behavior did not maintain during competitive contingencies. (Author)

ED 065 822 CG 007 460

Pedri, D. T. Pedri, Bonnie C.

Intellectualization, Obsessive Ideation, Compulsion: A Bibliography.

Pub Date 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographic Citations, *Bibliographies, *Booklists, Cataloging, Citation Indexes, Classification, Indexing, Information Retrieval, Mental Illness, *Psychopathology, Psychosis

Obsessive thoughts (intellectualization, obsessive ideation) were studied by S. Freud, as were compulsions. The former are related to isolation, fixed ideas, compartmentalization, and encapsulation but differ from intellectuality. Compulsions are related to obsessive acts, ritualizations, and undoing but differ from habit. Analogously, obsessive thoughts are to neuroses as delusions are to psychoses. Obsessive thoughts are related to the obsessive-compulsive syndrome and other syndromes. This bibliography, which ranges from

the late 1920's to the middle 1960's focuses upon dynamics rather than syndromes. (Author)

ED 065 823 CG 007 489

Taylor, Dalmis A.
Confirmed and Disconfirmed Expectations as a Function of Choice and Ability to Withdraw from that Choice.

Pub Date 69

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Human Relations, Interaction, *Interaction Process Analysis, *Interpersonal Competence, *Interpersonal Relationship, Social Problems, Space Orientation, Statistical Analysis, *Verbal Communication

Fifty-six sailors individually participated in a lengthy interaction session, ostensibly with another sailor (an experimenter confederate). They were subjected to one of four reward/cost expectancies (Continuous Positive, Later Positive, Continuous Negative, and Later Negative). Social penetration processes studied were average time talked, breadth and depth of interpersonal exchanges (self-disclosure). Ss were also required to express room design preferences assuming confinement with their alleged partners. A summary analyses of variance yielded results indicating greater increases over time in average time talked in the positive groups, a "contrast effect" in later positive groups, greater exchanges when Ss could not withdraw and when reinforcement was positive, and preference for living apart after a negative experience. The results were interpreted to suggest that interpersonal relationships are managed not only through verbal communication, but also through arrangement and utilization of space. (Author)

ED 065 824 CG 007 490

Taynor, Janet Deaux, Kay
When Women Are More Deserving Than Men: Equity, Attribution, and Perceived Sex Differences.

Pub Date 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability, *Expectation, Females, Males, Motivation, *Performance, Reinforcers, *Rewards, Sex (Characteristics), *Sex Differences, Sex Discrimination, Social Attitudes, *Task Performance

Male and female subjects read descriptions of either a male or a female stimulus person performing well in an emergency situation which had been previously shown to be more masculine than feminine. Subjects then allocated rewards, and evaluated performance, effort, and ability of the stimulus person. On the basis of equity theory it was assumed that being a woman in a masculine situation would be perceived as a nonvoluntary constraint, and thus it was predicted that the female would be rated as more deserving of reward than the male for an equivalent performance. It was further predicted, from both equity theory and from an attribution theory standpoint, that performance would be correspondingly inflated to balance the increased undeservingness of reward, and that effort, an unstable internal attribute, would be used in preference to ability, a stable internal attribute, in explaining the performance. Both predictions were confirmed, and the results are discussed in relation to recent sex difference research. (Author)

ED 065 825 CG 007 514

Peck, Robert F.
Coping Styles and Achievement: A Cross-National Study of School Children. Volume II of VII Volumes. Cultural Patterns of Coping.

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0122

Pub Date 15 Aug 72

Grant—OEG-5-85-063

Note—1115p.

EDRS Price MF-\$0.65 HC-\$36.19

Descriptors—Academic Achievement, *Academic Performance, *Achievement, *Adjustment (to Environment), Adjustment Problems, Career Planning, *Cross Cultural Studies, Cultural Differences, Student Adjustment, Vocational Development

This is the first of a series of final report volumes on the Project, Coping Styles and Achievement: A Cross-National Study of School Children. The study was designed to develop a conceptual system for describing effective coping behavior in several cultures; to develop measures of coping style and coping effectiveness which would be uniformly applicable in the various cultures; and to determine the relationship of such coping behavior to academic performance, skill in coping with major problems of living, vocational aspirations, and career-centered values, in each country. The first two objectives were successfully met during the first two years of the study. A universally acceptable definition was evolved which describes the attitudinal and behavioral components of effective coping behavior. A diversified battery was developed for assessing these characteristics in a variety of ways, and for assessing the aspirations, career values, and performance of the children in the various countries studied. (Author/WS)

ED 065 826 CG 400 048

Walz, Garry, Ed. And Others
Impact: The Magazine for Innovation and Change in Counseling. Spring, 1972.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Michigan Univ., Ann Arbor; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date 72

Contract—OEC-3-6-00248701579(010)

Note—68p.

Available from—Impact, P. O. 635, Ann Arbor, Michigan 48107 (\$6.00 per yearly subscription, \$1.75 per single issue—make checks payable to the University of Michigan)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Opportunities, Career Planning, Careers, *Change Agents, Educational Change, Educational Finance, *Educational Innovation, Educational Quality, Employment, Innovation, *Intervention, Interviews, *Periodicals, Personnel, *Publications

The third issue of this publication offers, as its overriding theme, the concern with improving the quality of education through financial measures, personnel, crisis intervention, and innovation adoption. Wilbur Cohen, Dean of the University of Michigan School of Education, was interviewed concerning a variety of aspects of education. In another interview, Bunyan Bryant, director of Educational Change Team (ECT) of the Network on Educational Unrest, gives an account of ECT's approach as it was used in a school crisis situation. Ronald Havelock of the Center for Research on the Utilization of Scientific Knowledge discusses his model for educational change. Other articles in this publication deal with support personnel, careers in education, and a futuristic look at the world of work. Appearing also are a variety of regularly featured departments. (WS)

ED 065 827 CG 400 064

Walz, Garry, Ed. And Others
Impact: The Magazine for Innovation and Change in Counseling. Summer, 1972.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Michigan Univ., Ann Arbor; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date 72

Contract—OEC-3-6-00248701579(010)

Note—68p.

Available from—Impact, P. O. 635, Ann Arbor, Michigan 48107 (\$6.00 per yearly subscription, \$1.75 per single issue—make checks payable to the University of Michigan)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Book Reviews, Counselor Role, *Drug Abuse, *Drug Education, Motivation, Narcotics, *Parent Child Relationship, *Periodicals, *Publications

This issue of "Impact" offers a series of articles for the counselor seeking innovative ideas, opinions, and examples. The magazine contains: an interview with David McClelland of Harvard University on achievement motivation; a condensation of a new book, "The Contemporary Counselor and His World" by C. Wrenn; an article dealing with parenthood; and an article with suggestions for dealing effectively with the drug situation. The issue also features an annual

summer guide of ideas, readings, workshops, and devices to make the counselor's summer a more fruitful experience. (WS)

ED 065 828 CG 400 068

Walz, Garry, Ed. And Others
Communique: News Sheet for School Counselors. Volume 2, Number 1.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Michigan Univ., Ann Arbor; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 72

Contract—OEC-3-6-00248701579(010)

Note—8p.

Available from—ERIC/CAPS; School of Education, Room 2108 School of Education, Ann Arbor, Michigan 48107 (\$0.50 per copy and \$3.00 for 9 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling, Counselor Functions, Counselors, *Educational Counseling, *Elementary School Counseling, Guidance Personnel, *Publications, Pupil Personnel Services, *Vocational Counseling

This issue of Communique, published by the ERIC Counseling and Personnel Services Information Center deals with several topics of interest to practicing counselors. The first article deals with assisting student jobseekers. A new column entitled Vibrations briefly covers new developments in various areas of counseling and recent research. The final article concerns itself with the counselor as consultant to classroom teachers. (BW)

CS

ED 065 829 CS 000 058

Laffey, James L., Ed.
Reading in the Content Areas.

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—247p.

Available from—International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 (\$4.50 non-members, \$3.00 members)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Arithmetic, *Classroom Techniques, *Content Reading, *Literature, Problem Solving, Reading, *Reading Research, Reading Skills, Sciences, Social Studies, Structural Analysis

The purpose of this monograph is twofold. First, it reviews, analyzes, and synthesizes where possible the findings of selected research related to content reading which has been conducted during the past two decades. Secondly, it describes how the findings of this research apply to classroom instruction. The topics discussed are: Reading in literature: The importance of student involvement (Gallo, D., Siedow, M.); Reading in literature: Student involvement is just the beginning (Hasselriis, P.); Reading in mathematics: A review of recent research (Corle, C.); Reading in mathematics: Classroom implications (Coulter, M.); Reading in the sciences: A review of the research (Mallinson, G.); Reading in the sciences: Classroom implications (Smith, C.); Reading in the social studies: A review of the research since 1950 (Estes, T.); Reading in the social studies: Implications for teaching and research (Herber, H.); The content directed experience and printed mass media: Their use in the content area classroom (Brennan, J.). (WR)

ED 065 830 CS 000 084

Smith, Richard J.
Evaluating the Teaching of Higher Level Comprehension Skills.

Pub Date May 72

Note—6p.; Speech given at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Critical Thinking, Objectives, *Reading, *Reading Comprehension, Reading Development, *Reading Improvement, *Read-

ing Instruction, Reading Skills, Teacher Role, Teaching Models

One aspect of a balanced reading program is thinking activities that involve analytic, creative, critical and other higher level behaviors relative to reading selections. The following questions discussed in the paper are meant to be helpful as guidelines for principals in purchasing materials, supervising teachers, and evaluating the effects of the reading program in regards to thinking. (1) Is the content of the reading material well written and relevant to the student? (2) Are teachers asking questions that require higher level thinking? (3) Are teachers providing the thinking time necessary for answering questions above the cognitive level of memory? (4) What kinds of activities are teachers involving students in relative to their reading? (5) Are teachers providing the experiential background necessary for gaining a full understanding of reading selections? (6) Are teachers giving pre-reading instruction that directs students to employ higher level comprehension skills? (7) Are teachers "readers"? (8) Are students reading self-selected materials? (9) Are students reading to satisfy their recreational and informational needs? (Author/WR)

ED 065 831 CS 000 085

Bernstein, Margery R.

Evaluation of Right to Read Program 1971-1972. Mamaroneck Public Schools, N.Y.

Pub Date 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Grades, Elementary Schools, Evaluation Methods, *Evaluation Techniques, Parent Attitudes, *Program Evaluation, Reading Ability, Reading Achievement, Reading Interests, *Reading Programs, Remedial Reading, Student Attitudes, Student Evaluation, Teacher Attitudes

A Right to Read Program was given major emphasis for the 1971-72 school year by the Union Free School District 00049inter-teacher devoted an additional 110 minutes weekly to the program which involved about 400 of the nearly 2500 pupils in grades 2 through 8. The objectives fell into two categories: to improve basic reading skills and to increase the students' reading interests. Evaluation of the program, based on pre and posttest scores on the Metropolitan Achievement Test and on a locally developed interest inventory, showed Right to Read pupils had improved in reading ability at approximately the same rate as the other students. However, since students with initially low scores usually progress at a slower rate than those with higher scores, the almost equal rate of progression of the two groups is a measure of success for the program. The interest inventory results indicate the program did not change pupils' attitude toward reading and several hypotheses are given as possible explanations. Additional evaluative data was provided biew with parents. (Author)

ED 065 832 CS 000 086

Dick and Jane as Victims: Sex Stereotyping in Children's Readers.

Women on Words and Images, Princeton, N. J.

Pub Date 72

Note—57p.

Available from—Women on Words and Images, P. O. Box 2163, Princeton, N. J. 08540 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Basic Reading, *Cultural Images, Elementary Grades, Reading Instruction, Reading Materials, Reading Research, *Sex Discrimination, *Social Attitudes, *Stereotypes

One hundred thirty-four elementary school readers from 14 different publishers were the basis for this study. The readers were contributed by the school systems in three suburban New Jersey towns where they are currently in use. A classification system was developed for use in doing a content analysis of all the stories in each book. A statement summarizing each story was recorded on a work sheet, and was placed in the appropriate category or categories, such as stories focusing on girls, stories focusing on boys, stories about both boys and girls. A numbered code was

established and all stories were evaluated according to their emphasis on these themes. The findings indicated that: (1) all readers now in use should be revised, (2) harmful sex stereotypes should be eradicated, (3) all forms of discrimination should be eliminated, (4) males should be pictured in household chores and females in outdoor tasks, (5) a sensitivity to the needs and rights of boys and girls without preference or bias should be developed, and (6) a temporary moratorium on certain abused stereotypes of females should be declared. (WR)

ED 065 833 CS 000 087

Moburg, Lawrence G.

Inservice Teacher Training in Reading.

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—39p.; Reading Information Series: Where Do We Go?

Available from—International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Inservice Courses, Inservice Programs, *Inservice Teacher Education, *Instructional Improvement, *Reading Instruction, *Reading Research, *Staff Improvement, Teacher Workshops

This summary and evaluation of the research published from 1963 to 1970 deals with inservice teacher training in reading. The major focus is on a review of the research on what types of inservice education are needed and are most effective. Investigations conducted recommend that inservice programs be based on the current needs of teachers. However, no evidence in the surveys reviewed demonstrated that they were based on the needs of teachers. It was concluded that the most effective inservice programs took place before the opening of school followed by group meetings and individual conferences during the school year. A synthesis of the research findings indicates the weaknesses in design, procedures, measurement, and data collection. Recommendations concerning further research include: providing more complete information relating to samples, methods, materials, and instruments; utilizing a variety of evaluation techniques; and stating the limitations of the study. Recommended areas for further research include research assessing the needs of teachers and basing programs on those needs and research to include secondary school programs. (TB)

ED 065 834 CS 000 088

The Right to Read and ESEA Title II: Notable Reading Projects.

Department of Health, Education, and Welfare, Washington, D.C. Teachers: 92 per-

Report No.—DHEW-Pub-OE-72-15

Pub Date Nov 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Critical Thinking, Independent Reading, Individualized Reading, Library Programs, Motivation, *Reading, Reading Ability, *Reading Achievement, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, Remedial Reading, Verbal Development

This is the fifth report describing notable reading projects funded under Title Two of the Elementary and Secondary Education Act. The project descriptions were supplied by ESEA Title Two coordinators and media supervisors in the State departments of education for Arkansas, California, Georgia, Guam, Maryland, Michigan, New Hampshire, New York, and Texas. The projects range from a team-teaching approach in intensive reading for 70 first-grade pupils at Travis Elementary School, Midland, Tex., to a free-wheeling project at Stephen Decatur High School, Berlin, Md., where classes stop daily for a 30-minute "Read In." (Author)

ED 065 835 CS 000 089

Berger, Allen

Speed Reading Through a Glass Darkly.

Pub Date 72

Note—17p.; Speech given at the World Congress on Reading (4th, Buenos Aires, Argentina, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Grades, Language Skills, *Reading, Reading Achievement, *Reading Research, Reading Skills, *Reading Speed, *Speed Reading

The latest thinking on reading rate and flexibility is discussed in this paper. Included are highlights of the recently completed reading rate portion of the National Assessment of Educational Progress. The current state of knowledge is assessed and promising research and useful writings in English and Spanish are cited. (Author/WR)

ED 065 836

CS 000 090

Thompson, Richard A.

Summarizing Research Pertaining to Individualized Reading.

Pub Date [71]

Note—15p.; Unpublished manuscript

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Individualized Reading, Instructional Materials, *Reading, *Reading Achievement, Reading Instruction, Reading Programs, *Reading Research, *Research Projects

This investigator found and reviewed fifty-one studies reported in the literature on individualized reading between 1937 and 1971. Of this number, forty of these studies were controlled at least to the extent of using control groups. In twenty-four cases the results favored the individualized reading group. Only one author reported higher reading achievement for the basal control group. Fifteen researchers reported no significant difference between groups. A note of caution seems warranted concerning simply quantifying the studies as revealing superiority one way or another. As most researchers know, unless a significant difference in achievement is manifested between groups, there is some reluctance on the part of researchers and editors to publish the findings. Therefore, it is a reasonable assumption that not all studies pertaining to individualized reading have been included in the literature. (Author)

ED 065 837

CS 000 091

Corliss, William S.

How to Help Your Child Read.

Pub Date [71]

Note—19p.; Unpublished manuscript

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, Grouping Procedures, *Parent Education, Parent School Relationship, *Reading, Reading Achievement, Reading Comprehension, *Reading Improvement, Reading Instruction, *Reading Materials, Reading Programs, Reading Readiness, *Reading Skills

This guide is divided into seven main sections. "How to Help Your Child Read" discusses the importance of being aware of your child, your schools, school-related factors, particular ways of helping your child in reading, and yourself. The Unit: "Help Me Help My Child" discusses assignment of pupil to teacher, grouping procedures, size of groups, reading consultant, remedial reading program, summer school, summer library program, and special personnel. "Organizational Patterns" discusses the Joplin Plan, team teaching, cooperative teaching, ungraded primary and self-contained classroom grouping. The "Materials" section discusses quality of authorship and content, basic materials, and supplementary programs. "Objectives of Reading" discusses the school's responsibility regarding initial reading experiences, development of skills, and reading attitude. "Reading Comprehension" discusses oral language interpretation and evaluation of reading. "Reading Word Attack Skills" discusses the basic skills necessary in a sound reading program, such as phonics, visual and auditory discrimination, vocabulary, etc. (WR)

ED 065 838

CS 000 092

Blanchet, Eileen

When Your Child Can't Read.

Pub Date 72

Note—58p.

Available from—Academic Therapy Publications, 1539 Fourth Street, San Rafael, Calif. 94901 (\$2.00)

Document Not Available from EDRS.

Descriptors—Academic Failure, Family School Relationship, *Learning Disabilities, Neurological Defects, *Neurologically Handicapped, Parent Attitudes, Parent Influence, *Parent Participation, Parent Role, Reading, Reading Development, *Reading Difficulty, Reading In-

struction, Reading Skills, *Remedial Reading, Retarded Readers, School Environment, Supplementary Reading Materials

The fact that our school system is not prepared to help neurologically impaired children nor able to understand the difficulties these children face prompted the writing of this guide for parents. Acceptance of the child and his problem and the ridding of your own and his anxieties are first requirements for successful parental assistance. A careful assessment of the child's gross motor control is required before expecting him to attempt the fine motor control necessary for printing and reading. Discrimination of sounds and a phonic approach are not an absolute for learning to read; memorization may achieve less stressful and more positive results for these children. The emotional well being of the child—developing a sense of accomplishment and of worth, succeeding at a task—is a paramount responsibility of a parent. Descriptions of skill areas, sample lessons, and numerous suggestions for activities and materials with brief explanations of how the activity can help the child provide the bulk of the guide. (TO)

ED 065 839 CS 000 093

Roser, Sandra G. Natkin, Gerald

The Effects of Imagery and Rote Repetition Instructions on the Ability to Reason from Logical and Scrambled Sequences.

Pub Date Apr 72

Note—8p.; Paper presented at the Annual Meeting of American Educational Research Assn. (Chicago, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associative Learning, *Cognitive Processes, College Students, *Imagery, *Mnemonics, *Reading Comprehension, Reading Processes, Rote Learning, Syntax, *Verbal Learning

The role of imagery formation as a mnemonic device in drawing valid inferences from a prose passage was studied. The 72 undergraduate subjects were divided into two groups: one given instructions to form images for the objects discussed in the text, the other given instructions to repeat each sentence five times. Half the passages consisted of scrambled sequences of statements, half consisted of logically ordered sequences. Thus the effectiveness of imagery formation was compared to the effectiveness of rote learning. A test consisting of eight valid and eight invalid statements was given, and the subjects were asked to discern the valid and invalid statements. It was found (1) that the logical-sequence group performed better than the scrambled-sequence group and (2) that the imagery group's performance was better on both the logical sequence and the scrambled sequence. It was concluded that imagery formation can play an important role in developing reading comprehension. Tables and references are included. (AL)

ED 065 840 CS 000 094

Ilika, Joseph

A Survey of Recent Longitudinal Investigations.

Pub Date Apr 72

Note—30p.; A paper presented to the Learner Specialist Group Division E. of the American Educational Research Assn., Chicago, April, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, Career Choice, College Admission, College Attendance, Educational Programs, *Educational Research, *Literature Reviews, *Longitudinal Studies, Predictor Variables, *Reading Research, Remedial Reading, School Organization

This review summarizes longitudinal research (as it relates to concerns of learner specialists) reported in "Research in Education," "Reading Research Quarterly," and "Dissertation Abstracts International" during 1960-72. Emphases discovered were: beginning and remedial reading; programs and school organization; admission to, retention in, and exclusion from college; survival in college; career prediction; and longitudinal research methodology. (A 61-item bibliography is appended.) (Author/RD)

ED 065 841 CS 000 095

Harrison, Grant Von And Others

The Use of a Structured Tutorial Reading Program in Teaching Nonreading Second Graders in Title I Schools to Read.

Pub Date Apr 72

Note—12p.; Paper presented at the Annual Meeting of American Educational Research Assn. (Chicago, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Age Teaching, *Grade 2, Individual Instruction, Individualized Instruction, *Reading Instruction, Reading Programs, Reading Research, *Remedial Reading, Teaching Techniques, *Tutoring
Identifiers—Elementary Secondary Education Act Title I

All (172) second grade nonreaders in Title I schools received structured tutoring from intermediate age youngsters 15 minutes per day, four days per week for five months in a program to remediate reading skills. Control Subjects were randomly selected, without regard for reading ability, from the total grade 2 population of three non-Title I schools. Tutors spent another, equivalent period of time learning how to teach names of letters, sounds of letters and digraphs, sound blending, decoding of new words and sight words, and in learning to listen to the child read orally from primers and workbooks. Following instruction, 20 tutorees scored 100% on the criterion test, 73 scored 90% or above, and 102 scored 80% or above. For the total sample, 72% scored 80% or above on the criterion test, 20% scored between 60% and 80%, and 8% scored between 0% and 60%. Parents of both tutors and tutorees were enthusiastic about the children's improved reading skills and increased interest in reading. Teachers of tutors were initially and subsequently enthusiastic and cooperative in granting released class time; despite some initial skepticism, virtually all teachers of tutorees acknowledged the improved skills of the former nonreaders. (Author/RD)

ED 065 842 CS 000 096

Report on the Assessment of Reading Skills of Connecticut Public School Students; Performed for the Connecticut State Board of Education 1971-1972.

Institute for the Study of Inquiring Systems, Philadelphia, Pa.

Spons Agency—Connecticut State Board of Education, Hartford.

Pub Date 72

Note—138p.

Available from—Institute for the Study of Inquiring Systems, 3508 Market Street, Philadelphia, Pa. 19104 (\$10.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Reading, *Reading Ability, *Reading Achievement, Reading Diagnosis, Reading Materials, *Reading Research, Reading Skills, *Rural Urban Differences, *Suburban Youth, Urban Areas

An assessment of reading performance of a representative sample of students aged nine, thirteen, and seventeen years was conducted in Connecticut Public Schools to discover the percentage of students who could perform specific reading skills appropriate to their age and experience. Comparisons were made in the following categories: with national assessment scores of students of the same age groups; with students in the northeast; between sexes; and by size of the community in which the student attended school. The four reading objectives were whether a student could understand, analyze, judge, and use material correctly for his age and experience. Salient test results were: (1) Connecticut students scored higher than students nationwide; (2) students from fringe, medium, and smaller cities scored higher than the state's large city students; (3) students from small Connecticut cities scored higher than students nationwide from small cities; and (4) the state's large city students scored lower than large city students nationwide. Tests administered and complete statistical results are included. (Pages 55-68 have marginal reproducibility because of small print.) (Author/TB)

ED 065 843 CS 000 097

Kerstiens, Gene

College Reading: Where It Is.

Pub Date 23 Mar 72

Note—15p.; Speech given at the Annual Conference of the Western College Reading Assn. (5th, Reno, March 23, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Instruction, Compensatory Education Programs, Disadvantaged Youth, Educational Accountability, Educational Facili-

ties, Paraprofessional School Personnel, Reading Diagnosis, *Reading Instruction, Reading Material Selection, *Reading Programs, Reading Tests, *Teaching Quality

A look at college reading/study skills programs reveals the haphazard preparation of practitioners trained in child-oriented theory from which they are supposed to extrapolate methods applicable to adult populations. And since reading is often under the auspices of the English department, teachers are inclined to be trained primarily in literature. Paraprofessionals offer a partial answer to inappropriate reading teacher preparation; even without certification, they may possess the qualifications necessary to teach basic communication skills to students—and at a reduced cost. Various successful state and federally funded disadvantaged and compensatory programs dealing with reading have, also, lent credibility to proposed open-door policies. Many of the tests used in reading programs are normed on general college populations and fail to diagnose problems which can be treated effectively. Instead they corroborate what most practitioners already suspect—severe learning disabilities. Available materials are often blamed for ineffective programs when, in fact, practitioners sustain materials based upon habit, whim, or pedagogical predisposition. Further observations reveal inadequate facilities which limit learning alternatives and affect the behavior of the practitioner. (A reference list is included.) (HS)

ED 065 844 CS 000 098

Adams, Phylliss J.

Individualized Reading: Variables That Make a Difference.

Pub Date May 72

Note—9p.; Speech given at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission Criteria, *Elementary Grades, *Individualized Reading, Personnel Needs, *Reading Instruction, Reading Materials, *Reading Programs, Reading Research

This paper identifies and discusses the variables that influence the success of an individualized reading program: the personnel, pupils, and materials. Variables related to personnel include the teacher's attitudes, beliefs, competencies, and skills concerning individualized instruction. Although research has not yet clarified what type of child is best suited for an individualized approach, pupil variables to take into consideration include: self concept, learning style, attitude toward reading, and degree of independence in directing his own learning. Essential materials needed for the classroom and the school to provide for varied learning styles include: a large supply of books, a great variety of skill development material, and an abundance of materials for creative reading related activities. (TB)

ED 065 845 CS 000 099

Ho, Wai-Ching And Others

Effects of Teaching I.t.a. to Inner-city Black Children in Kindergarten and First Grade.

Pub Date Apr 72

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (Chicago, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Grade 1, *Initial Teaching Alphabet, *Kindergarten, Negro Students, *Reading Instruction, Reading Materials, Reading Research, *Urban Schools, Writing Skills
Identifiers—Traditional Orthography

To test the effects of teaching inner-city black children to read in kindergarten and first grade through the initial teaching alphabet, i.t.a. and traditional orthography (TO) groups were compared on their comprehension of single words, short sentences, and related skills. At the first grade level, reading, writing, and oral language skills were compared. At the end of kindergarten the results revealed: (1) no significant difference between i.t.a. and TO groups on the Metropolitan Readiness combined scores, (2) the i.t.a. subjects performed significantly higher than TO subjects on all Early Reading subtests, (3) interactions between program and teacher (or school) were significant on all Early Reading subtests. In grade one the i.t.a. subjects continued to use the i.t.a. program, while the TO subjects were instructed with the Scott, Foresman reading program. The first grade results indicated: (1) i.t.a. subjects

achieved higher than TO subjects on all Stanford subtests, (2) i.t.a. subjects were better spellers and (3) could pronounce more words, had greater range of comprehension on oral reading, and seemed to read more library books; furthermore, (4) i.t.a. subjects wrote more fluently, and (5) their oral output was greater and more varied than oral output of TO subjects. (WR)

ED 065 846 CS 000 100

Reading Curriculum: Tentative.
Cincinnati Public Schools, Ohio.
Pub Date Sep 71

Note—154p.

EDRS Price MF-\$0.65 HC-\$4.58

Descriptors—*Curriculum Guides, Developmental Reading, Elementary Grades, Individualized Reading, *Reading, *Reading Diagnosis, Reading Improvement, *Reading Instruction, Reading Materials, Reading Programs, *Reading Skills, Teacher Role, Teaching Methods

The Developmental Reading Program K-6, one phase of the Reading Curriculum, provides teachers and administrators with a comprehensive guide to sound educational practices related to the teaching of reading skills. It is based on classroom experimentation and study of research findings by Cincinnati teachers, principals, and supervisors who have worked on this project the past three years. This guide is intended to provide a structure for planning and implementing the reading skills program K-6. It contains suggestions for diagnosing, developing, and reinforcing skills, and assessing pupil mastery. The present plan is to provide selected elementary school staffs, in grades kindergarten through six, with copies for tryout and reaction during the school year 1971-72. (Author/WR)

ED 065 847 CS 000 101

Chester, Robert Davis

Differences in Learnability of Content and Function Words Presented in Isolation and Oral Context When Taught to High and Low Socio-Economic Level Subjects.

Pub Date Apr 72

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (Chicago, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Learning, *Beginning Reading, Context Clues, Function Words, Grade 1, *Learning Modalities, *Learning Processes, Oral Communication, *Reading Research, Reading Skills, Semantics, *Socioeconomic Influences

The purpose of this investigation was to gather empirical data concerning the learnability of content and function words taught in treatments of isolation and oral context to groups of prereading first grade pupils in high and low socio-economic levels. One hundred twelve subjects were tested through a paired-associate task and the data were analyzed in a 2 X 2 X 2 analysis of covariance. Of the main effects—word class, treatment, and socio-economic level—only the latter two were significant. Results indicate that socio-economic level and context may be important factors in initial learning. (Author)

ED 065 848 CS 000 102

Follman, John And Others

Canonical and Partial Correlation of Critical Reading and Critical Thinking Test Scores—Fifth Grade.

Pub Date May 72

Note—13p.; Paper presented at the Annual Convention by International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Correlation, *Critical Reading, *Critical Thinking, Grade 5, *Reading Research, *Verbal Ability

The purpose of this study was to examine empirically the definition and the relationships of critical reading and critical thinking. The subjects were Hillsborough County, Florida, fifth graders, predominantly of lower and middle class white background. Several tests, including two critical reading tests, and Cornell Critical Thinking Test Form X, the California Test of Mental Maturity, and Metropolitan Achievement Tests were administered in the fall of 1969. Various statistical procedures were performed and the conclusions can be summarized as follows: (1) critical reading does not exist as a separate thinking activity; (2) critical thinking also does not exist as a separate

thinking activity; and (3) critical reading and critical thinking insofar as they exist, share a considerable amount of common variance, verbal ability. Full explanation of statistical procedures and correlational tables are included in the document. (See related document CS000103.) (Author/TO)

ED 065 849 CS 000 103

Follman, John And Others

Correlation and Factor Analysis of Critical Reading and Critical Thinking—Fifth Grade.

Pub Date May 72

Note—13p.; Paper presented at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Correlation, *Critical Reading, *Critical Thinking, Grade 5, Language Skills, *Reading Research, Reading Skills, Reading Tests, Vocabulary

The purpose of this study was to determine empirically the individual components of critical reading tests and subtests, enabling inferences to be made about the definitions of critical reading and critical thinking and about the relationship between them. The subjects were 50 Hillsborough County, Florida, fifth graders, most of whom were white and of lower or middle socioeconomic background. Two critical reading tests, a critical thinking test, and other aptitude and achievement tests were administered for a total of 17 subtests. The first statistical analyses of the data resulted in the identification of three interpretable factor groups. Critical reading apparently consists of a complex of language, reading, and thinking activities, particularly vocabulary; reading interpretation, and inference. A group of study skills and computational factors and a group including items dealing with relevance of evidence and logical thinking processes are the other identifiable factor groups and are separate from critical reading. Explanation of statistical procedures and correlational tables are included. (See related document CS000102.) (TO)

ED 065 850 CS 000 104

Shafer, Robert E.

Fostering Reading in the Gifted and Creative: The Role of Creative Reading, Specific Materials and Resources—Intermediate.

Pub Date May 72

Note—20p.; Paper presented at the Annual Convention of the International Reading Assn. (17th, Detroit, May 10-13, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, *Creative Development, *Individual Development, *Reading Instruction, Reading Materials, *Reading Processes, Reading Research, Reading Skills

It is especially critical within reading programs during the years of middle childhood to identify and to nurture qualities of giftedness: open-mindedness, motivation, tolerance for uncertainty, preference for complexity, high regard for learning, sense of destiny, and the search for meaning. Supporting this view, the work of Frank Smith, Goodman, Hodges, Rudorf, Ruddell, and others has stressed the necessity of building new reading programs on the child's experience with language and his abilities to learn language. Further, Lamb and Henderson have noted that research in the psycholinguistic aspects of reading has indicated sufficient complexity in the development of language and thinking abilities in the young to suggest that the specific resources and materials needed for reading should be highly individualistic. Fader and Herndon provide case studies of the uses of "saturation", "individualized", and "experience-based" materials in highly diverse school settings which appear consistent with recommendations noted in the research cited and which foster growth in creative and gifted students and in many others as well. (Author/RD)

ED 065 851 CS 000 105

Brown, Carol Lynch

A Study of Procedures for Determining Fifth Grade Children's Book Choices.

Pub Date 71

Note—135p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-15,178, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Books, *Childrens Books, *Interest Tests, Paperback Books, *Reading, *Reading Interests, Reading Research

The investigation studied two procedures of data collection used to determine children's reading interests. These procedures were compared to see if children responded the same to annotated titles as to actual books. Following an interest inventory, 233 fifth grade children were divided into three groups and were asked whether they would select a particular book. The three methods employed were: (1) Group AT listened to annotated titles of 30 actual books, (2) Group HB examined the actual books, and (3) Group PB examined the actual books but 15 of the books were in paperback form. Major findings revealed that boys reacted significantly more affirmatively to the category of science and health in actual books and a highly significant interaction was found indicating that girls were: positive towards realistic fiction, and very negative towards science and health; while boys were more positive in their responses to science and health than to other categories. The findings further revealed that there were no significant differences in children's choices of books which could be attributed to binding. (Author/TB)

ED 065 852 CS 000 106

Snoderly, Donald Elvin

The Relation of Teachers' Stated Confidence in Reading Readiness Tests to Pupil Achievement in Reading.

Pub Date 72

Note—119p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-18,902, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Elementary Grades, Grade 1, *Reading, *Reading Achievement, *Reading Readiness, *Reading Research, Teacher Characteristics, *Teacher Role

The relation between first grade teachers' stated confidence in the predictability of reading readiness test scores and their pupils' achievement in beginning reading was the basis of this study. The experiment required (1) a survey of 341 first grade teachers to obtain a measure of their stated confidence in reading readiness test scores as predictors of reading achievement, (2) identification of 30 teachers who stated high confidence and 30 teachers who stated low confidence in the predictability of reading readiness test scores, and (3) a statistical analysis of reading readiness scores and reading achievement scores for the pupils of both groups of teachers. Some of the results indicated that there were no significant differences for high and low scoring pupils across teacher confidence groups; no significant differences across or within confidence groups for the total group of pupils according to sex; and there was no evidence that the expectancy effect is global in its operation. (Author/WR)

ED 065 853 CS 000 107

Jackson, Raleigh Napoleon

A Study of Six Personality Factors in Reading Achievement.

Pub Date 72

Note—55p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,969, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Grade 2, Personality, *Personality Assessment, *Reading, *Reading Achievement, Reading Materials, *Reading Research

The purpose of this study was to determine how reading achievement is affected by six independent personality factors (PF) exhibited by second-grade pupils. Personality factors involved are: (A) reserved vs. outgoing, (B) less intelligent vs. more intelligent, (C) feelings vs. emotionally stable, (D) phlegmatic vs. excitable, (E) obedient vs. assertive, and (F) sober vs. happy-go-lucky. Data were collected by administering to 325 randomly selected pupils the Early School Personality Questionnaire and Stanford Reading Achievement Test, Primary one and two. The results indicated that although each personality factor discriminated among groups, only the intelligence personality factor B was significant at the .05 level. Approximately 22 percent of reading vari-

ance may be accounted for in the combined six personality variables, with factor B contributing 20 percent. Subjects in Non Title I schools score significantly higher than subjects in Title I schools, and these differences tend to widen with age. (Author/WR)

ED 065 854 CS 000 108

Benenson, Thea Fuchs
The Relationship Between Visual Memory for Designs and Early Reading Achievement.

Pub Date 72
Note—98p.; Ph.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-19,104, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Auditory Perception, *Beginning Reading, *Grade 1, Perception Tests, *Perceptual Development, Reading Achievement, *Reading Readiness, *Visual Perception

The main purpose of this investigation was to study the relationships between visual memory and early reading achievement. Short term and intermediate memory were examined in relation to vocabulary, reading comprehension, and reading readiness in first grade pupils. The Gates MacGinitie Readiness Skills Test; the Visual Memory for Designs Tests, Short Term and Intermediate; and the Gates MacGinitie Reading Tests, Primary A: Vocabulary and Comprehension were administered as group tests throughout the school year to 192 first graders in a white, upper middle class suburban community. Positive relationships were found between the visual memory tests and the reading readiness test in beginning of year testings. When extended into a predictive format, the readiness test correlated more highly with reading achievement than did the visual memory tests. The readiness subtest most closely associated predictively with the two reading measures was Auditory Blending which was the subtest least correlated with the visual memory tests. These results suggest that perhaps the auditory modality or auditory visual integration are of greater importance than visual when predicting reading achievement. (Author/TO)

ED 065 855 CS 000 109

Heatherly, Anna L.
Attainment of Piagetian Conservation Tasks in Relation to the Ability to Form Hypotheses as to the Probable Content of Story Material Among First and Second Grade Children.

Pub Date 72
Note—159p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-22,634, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Elementary Grades, Hypothesis Testing, Reading, Reading Comprehension, *Reading Materials, *Reading Readiness, *Reading Research, Vocabulary

Identifiers—*Piagetian Conservation Tasks

The purpose of this study was to investigate the relationship between performance on Piagetian conservation tasks and the ability to form hypotheses as to the probable content of story material among first and second grade children. Cognitive operations selected for comparison were operations concerning conservation of mass, conservation of quantity of liquid, conservation of number, and a class inclusion task. The findings indicated that conservation attainment is related to chronological age, mental age, hypotheses testing rating score and Gates MacGinitie vocabulary and comprehension scores, and socioeconomic status. Partial correlations indicated that conservation attainment is a function of mental age. The findings also indicated that hypotheses testing status and conservation attainment are related to scores on a standardized reading test and that this relationship holds even when the effects of chronological age, mental age, and socioeconomic status are partialled out. (Author/WR)

ED 065 856 CS 000 110

Gutknecht, Bruce Arthur
A Psycholinguistic Analysis of the Oral Reading Behavior of Selected Children Identified as Perceptually Handicapped.

Pub Date 71

Note—145p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-14,563, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Perceptually Handicapped, *Reading, Reading Ability, *Reading Comprehension, Reading Improvement, Reading Programs, *Reading Research, *Syntax

Children with perceptual handicaps are often taught reading in the same manner as children in regular school placements. To present a description of the oral reading of such children, five were selected using the I.T.P.A., the Frostig, and the comments of a neurologist. They each read a story orally, and retold the story, following the reading. A comprehension score was assigned from recordings of the retelling. Miscues were analyzed using the Goodman "Taxonomy of Oral Reading Miscues." The reading of the subjects was little different from the reading of normal children. The range of miscues per hundred words was somewhat higher than for normal children. High percentages of unsuccessful correction attempts in the middle ranges of graphic and phonemic similarity were observed in the reading of two subjects. Syntactic and semantic strategies were used by all subjects. The study suggests: that the classification of the perceptually handicapped be examined, and that reading programs equip the child to use syntactic and semantic strategies along with grapho-phonetic reading strategies. (Author/ER)

ED 065 857 CS 000 111

Martin, Robert Lee
Interestability of Sixth Grade Basic Readers.

Pub Date 72
Note—444p.; Ed. D. Dissertation, University of Southern California

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-21,684, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Basic Reading, *Grade 6, Parent Influence, Racial Differences, *Reading Achievement, *Reading Interests, *Reading Research, Sex Differences

The major concern of this study was to investigate the reading interests of sixth grade pupils. A questionnaire was developed to determine the reading interests of the children. Comparisons were made between the expressed reading interests of the pupils and the content of five sixth basic readers. Some of the conclusions were: the interests of sixth grade children in sixth grade basic readers were affected by IQ and race, there was a decrease in interest in the readers with an increase in reading achievement, and there was an increase in interest in the readers with a decrease in socioeconomic status. It was recommended that state boards of education should exercise more flexibility in allowing local school districts to select reading textbooks. Reading interests of the children should be considered when local school districts select reading textbooks. (Author/WR)

ED 065 858 CS 000 112

Baranoff, Elizabeth S.
Practices of Teaching Reading by English Teachers in the Junior High Schools of Independent School District No. 1, Tulsa County, Oklahoma.

Pub Date 72
Note—109p.; A research paper submitted in partial fulfillment of the requirements for the degree of Professional Diploma in the Dept. of Graduate Study in Education, Graduate School, Univ. of Tulsa

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Content Reading, *English Education, *English Instruction, English Programs, Junior High Schools, *Reading Development, *Reading Instruction, Reading Research, Reading Skills, Secondary School Teachers

This study surveyed the practices of teaching reading by English teachers in the 21 Tulsa public junior high schools by means of a 49 item questionnaire distributed to all teachers whose major assignment was English. Questions covered eight aspects of reading instruction: (1) diagnosis of reading ability; (2) provisions for helping retarded readers; (3) development of vocabulary; (4) materials for reading; (5) promotion of in-

terest and taste in reading; (6) instruction for reading nonliterary material; (7) instruction for reading literature; and (8) development of oral reading, speed skills, and creative activities based on reading. Analysis of the results showed that the English teachers were teaching reading to some extent and generally followed prescribed methods for so doing. However, systematic and deliberate teaching of reading was not practiced in most of the respondents' classroom nor did the teachers see reading in the broad communication sense needed to promote necessary growth in all reading skills. The questionnaire and the percentage of respondents for each item choice are in the appendix. (Author/TO)

ED 065 859 CS 000 115

Knight, Jeanne Jensen
A Comparison of the Influence of Four Different Reading Programs on Children's Expressed Attitudes Toward Reading.

Pub Date 71
Note—190p.; Ed.D. Dissertation, The University of New Mexico

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-13,786, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, Basic Reading, Beginning Reading, *Elementary Grades, *Reading, *Reading Instruction, *Reading Research

The purpose of this study was to determine what differences in expressed attitudes toward reading existed after one school year's instruction in each of four different beginning reading programs. Four schools with similar populations using four different emphases in beginning reading were selected for sampling. The different emphases were Language Experience, Bilingual, Miami Linguistic, and Basal Reader. The Goodenough Draw a Man test was administered to two first grade and two second grade classrooms from each school. All second grades were tested with the Gates MacGinitie Reading Tests, Primary Form B. A 15 percent random sample from all first and second grades was given an attitude-toward reading-inventory. Mean attitude scores from all second grade groups were higher than mean attitude scores from the first grade group. Two were significantly higher: the Bilingual at the .05 level and Miami Linguistic at the .10 level. Reading achievement scores favored the Basal Reader Group. (Author/WR)

ED 065 860 CS 000 116

Black, Frank Simms, Jr.
The Relationship Between Pupil Mobility and Reading Achievement in High-Mobility-Low-Income Elementary Schools.

Pub Date 72
Note—113p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,941, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Elementary Grades, Reading, *Reading Achievement, Reading Level, *Reading Research, *Sex Differences, *Student Mobility

The relationship between pupil mobility and reading achievement of sixth grade pupils in selected high mobility, low income elementary schools were investigated in this study. Relationships were analyzed between the variables of mobility, sex, and reading achievement with I.Q. held constant. Two hundred ten sixth-grade pupils located in seven high mobility, low income elementary schools composed the population of the study. Reading achievement and I.Q. data were obtained from the results of a City Wide Testing Program. Sex and mobility data were collected from personal records. Analysis of covariance was used to adjust the mean achievement score for the influence of I.Q. and the analysis of variance was used to analyze the adjusted mean scores derived from the reading achievement category of mobility and sex. The results indicated that the reading achievement of mobile pupils is not significantly different from stationary pupils, and there are no significant differences in achievement among mobile pupils. (Author/WR)

22 Document Resumes

ED 065 861 CS 200 034

Howe, James
The Making of Style.
 Pub Date 72
 Note—232p.
 Available from—Chilton Book Co., 401 Walnut St., Philadelphia, Pa. 19106 (\$5.95 paper)
 Document Not Available from EDRS.
 Descriptors—*Authors, *Composition (Literary), *Creative Writing, *Writing Skills
 This book presents general principles of writing for the writer who wants to write well. It presents examples of argumentation, description, the news story, narrative writings, informational articles, satire, riddles, personal essays, the informal personal essays, letters, and allegory. (CK)

ED 065 862 CS 200 036

Reed, Bonnie
English on the Job, Language Arts: 5113.31.
 Dade County Public Schools, Miami, Fla.
 Pub Date 71
 Note—18p.; An Authorized Course of Instruction for the Quinmester Program
 EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Behavior Standards, Communication (Thought Transfer), *Communication Skills, Course Content, Course Objectives, Discussion (Teaching Technique), Employment, *English Instruction, Field Trips, Instructional Materials, *Job Application, Labor Laws, Labor Unions, *Language Arts, Oral Expression, Performance Criteria, Student Participation, *Teaching Techniques, Word Recognition
 Identifiers—*Quinmester Program
 An exploration of basic language and communication skills is the subject matter of this course. Performance objectives for the student include: (1) recognition of employment-related words, (2) satisfactory completion of various application forms, (3) correct oral response to questions, (4) identification of basic facts about social security, labor laws, unions, and employment agencies, (5) differentiation between desirable and undesirable levels of behavior and dress in obtaining and keeping a job, (6) composition of a letter of application in reply to an employment advertisement, and (7) relating self to fictional accounts of job hunting and acceptance. Course content centers around choosing a job, applying for the job, labor laws, and problems on the job. Teaching strategies and materials include student participation, class discussion, resource personnel, field trips, and application forms. (CK)

ED 065 863 CS 200 037

Hankins, Gretchen C.
The Bible as Literature, English and Humanities: 5114.79.
 Dade County Public Schools, Miami, Fla.
 Pub Date 71
 Note—15p.; An Authorized Course of Instruction for the Quinmester Program
 EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Biblical Literature, Comparative Analysis, Course Content, Dialogue, *English Instruction, *Humanities, Language Development, Literary Conventions, *Literary Criticism, Literary Genres, Literary Influences, *Literature Appreciation, Performance Criteria, Poetry, Teaching Techniques, Values
 Identifiers—*Quinmester Program
 A course in the Bible as Literature is presented. It is an examination of significant selections from the old and new testaments, representing universality in theme, diversity in literary genre, and consideration of biblical language. Performance objectives for the student include: (1) proposal of reasons for studying the Bible as literature, (2) identification of problems and themes considered in certain biblical selections, (3) contrasting of the handling of problems in a biblical selection and a contemporary selection, (4) application of literary standards to biblical selections, (5) determination of the characteristics of Hebrew poetry, (6) recognition of the variations in biblical translations, (7) illustration of the influence of Biblical diction on subsequent language and literature, and (8) demonstration of the influence of biblical material on artists and musicians of all ages. Course content centers around overview of biblical structure, values of Bible, comparison of handling of recurring problems in biblical and contemporary literature, examination of biblical poetry, survey of history of biblical translations, examinations of selections

from King James Bible, and demonstration of humanistic appeal of biblical material as influencing artists and musicians of all ages. Teacher strategies include lecturing and the use of recorded versions of the Bible. (CK)

ED 065 864 CS 200 038

Hendrick, Ann Lamb, Barbara
What Do You Want to Know? 5111.07.
 Dade County Public Schools, Miami, Fla.
 Pub Date 71
 Note—19p.; An Authorized Course of Instruction for the Quinmester Program
 EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Course Content, Course Objectives, *Oral Communication, Performance Criteria, *Program Planning, *Research Methodology
 Identifiers—*Quinmester Program

A course which teaches the student to plan an independent reading or research project is presented. The object of the course is to teach the student to demonstrate his knowledge by a written, oral, or media presentation or a combination of a written, oral, and/or media presentation. The course centers on research techniques and student procedures. (CK)

ED 065 865 CS 200 039

Singleton, Clifford G. Rice, M. Paul
The Many Faces of Love, English, World Literature: 5113.41.
 Pub Date 71
 Note—19p.; An Authorized Course of Instruction for the Quinmester Program
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affection, Course Content, Course Objectives, *Cultural Factors, *Emotional Experience, *English Instruction, Performance Criteria, Teaching Techniques, *World Literature
 Identifiers—*Quinmester Program

A course is presented which focuses on the theme of love and its many faceted concerns as reflected through literary works of different times and cultural background. Performance objectives for the student include: (1) exploration of the importance of love in man's life, (2) identification of the various concepts of love, (3) examination of the personalized nature of love, (4) restatement of a writer's concept of love, (5) explanation of how a particular background affects the concept of love, and (6) citing of evidence of how particular periods in time affect the concept of love. The course content is a survey of literature with love as a theme. Teaching techniques include lecture and group discussion. (CK)

ED 065 866 CS 200 040

Ley, Ronald Locascio, David
Associative Reaction Time in Language Acquisition.

Pub Date Apr 72
 Note—7p.; Paper presented at Annual Meeting of American Educational Research Association (Chicago, April 1972)
 EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Hypothesis Testing, *Language Development, Learning Activities, Models, *Paired Associate Learning, Recall (Psychological), Research Methodology, Response Mode, Role Perception, *Time Factors (Learning), *Verbal Learning

A program of experimental research has established a relationship between associative reaction time (RT)—the time between the presentation of a verbal unit and the first association produced—and performance in verbal learning. Initial studies established that the RT value of verbal units used as response terms has a significant facilitative effect on performance in paired-associate learning (PAL), i.e., within levels of equated meaningfulness (M), response-term units with short-latency (LL) RT values. It was hypothesized that RT and M play different roles in the PAL process. On the basis of the notion of different roles, Ley and Locascio proposed a modification of the two-state analysis of PAL in which the response-learning stage was viewed as consisting of two processes: recognition and recall. Directed by this proposed model, Ley and Locascio designed a study in which a familiarization technique designed to strengthen the recognition response potential of verbal response units was introduced prior to a PAL task. Although the results of the research supported the hypothesis that recall of verbal units was related to making associations to the units during study, it was still

unclear as to what the underlying mechanism is by which associations aid in the recall process. A number of questions still remain to be answered in the area of associations and RT. (CK)

ED 065 867 CS 200 041

Jones, Anthony, Ed. Mulford, Jeremy, Ed.
Children Using Language: An Approach to English in the Primary School.
 National Association for the Teaching of English (England).
 Pub Date 71
 Note—224p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 24459, \$2.75 non-members, \$2.50 members; prepaid)

Document Not Available from EDRS.

Descriptors—*Child Language, *English Instruction, *Language Development, *Language Instruction, Poetry, *Primary Grades, Self Expression, Spelling, Symposia, Teacher Education

A series of articles intended as presentations at a symposium on language are presented. Titles are: "Object Lesson," by Connie Rosen; "Words and a World," by James Britton; "Experience and the Language to Possess It," by Winifred Fauscus; "What Are They Up To?" by Nancy Martin; "Writing Poetry in the Classroom," by M. Jeremy Mulford; "A Dragon Can Be a Gift," by Ian Burton; "Stories in the Classroom," by Margaret Spencer; "Spelling, ETC.," by Nancy Martin and Jeremy Mulford; "Classroom Encounter," by Connie Rosen; and "Language in the Initial Training of the Primary School Teacher," by Anthony Jones. (CK)

ED 065 868 CS 200 042

Hoether, James And Others
Systems, Systems Approaches, and the Teacher.
 Pub Date 72
 Note—54p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801 (Stock No. 04970, \$1.75)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Bibliographies, *Curriculum Design, Decision Making, Educational Technology, *Management Systems, *Models, *Questioning Techniques, *Systems Approach, Teachers, Teaching Techniques

This monograph explores some implications of a new wave rooted in applications of industrial management to curriculum practice. It contains a "model" of a general strategy for evaluating and responding to proposals that particular managerial or instructional systems be adopted. Keyed to this model are specimen sets of questions for teachers, administrators, systems experts, and contractors, the answers to which will help teachers make decisions about courses of actions at points specified in the model. Chapter Headings in the monograph are: Definitions, Problems, and Challenges; The Nature of Systems Proponents and Proposals; A Model for Meeting the Challenge. The following sections are also included: Questions to Accompany the Model; Bibliography of Periodical Literature on Systems; and A Model of Teachers' Responses to Educational Systems Technology. (Author/CK)

ED 065 869 CS 200 043

Assessing Comprehension: A Discussion Pamphlet.
 London Association for the Teaching of English (England).

Pub Date 68
 Note—60p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801 (Stock No. 22139, \$1.75)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, *Composition (Literary), *Evaluation Techniques, Pamphlets, Questioning Techniques, *Reading Comprehension, *Secondary School Students, Standards, *Test Results

This pamphlet was prepared for a two-fold purpose: (1) To produce a companion study to a previous pamphlet on "Assessing Compositions," and (2) To continue work on comprehension. It is limited to a practical study of the issues involved in composition and comprehension by devising, setting and marking regular comprehension tests for 14- and 15-year-olds. This pamphlet presents a selection of the passages and

questions, with comments, and, in some cases, a selection of answers by pupils. The pattern of questioning was set to fit the nature of the passage to be read. The easy lead-in questions were found to be useful in giving the pupils confidence and in directing their attention. The criteria on which marking was based are: (1) how far has the candidate understood the passage? and (2) How far has he succeeded in expressing his understanding with sufficient coherence for us (the teacher) to understand him? (Author/CK)

ED 065 870 CS 200 044

Cohen, Monroe D., Ed.
Literature with Children.
Association for Childhood Education International, Washington, D.C.

Pub Date 72

Note—66p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, NW, Washington, D.C. 20016 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Children Books, Classical Literature, Creative Activities, *Curriculum Design, Developmental Guidance, Fiction, Literary Criticism, *Literature Appreciation, Literature Reviews, Poetry, Recordkeeping, Resource Materials

Articles concerning the teaching of literature to children are presented. "Providing Balanced Contacts with Literature for Children" covers the potential of literature in the curriculum. In "The Classics in Children's Literature," a classic is defined as a book or story or poem that usually has long outlived its author. "Fostering Lifetime Reading Habits at Home and School" points out that style in reading and taste in selecting are significant in the reading guidance parents and teachers offer to children. In "Children as Critics," it is pointed out that literary criticism is a cumulative developmental process and that all readers can and must be critics. "Records of Children's Reading" gives suggestions for keeping records of the child's listening and reading. "Enjoying Poetry with Children" points out that the young child comes to school an essentially poetic being and presents a list of well-known children's poets. Remaining articles are entitled: "Choral Reading in the Classroom," "Storytelling," "Dramatizing Literature," "Creative Experiences with Literature," "Using Multi-Media Experiences with Literature," and "Teacher Resources for Literature with Children." (CK)

ED 065 871 CS 200 045

Bermudez, Lynne L.
Man and His Environment: To Perceive and to React: Language Arts. 5111.13.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—34p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, *Environmental Influences, Fine Arts, *Language Arts, Music, Performance Criteria, *Physical Environment, Poetry, Prose, *Response Mode, Role Perception, *Social Influences

Identifiers—*Quinquimester Program

A course which is an investigation and appraisal of prose, poetry, fine arts, and music which reflects the environment's effect on man or man's effect on his environment is presented. Performance objectives include the following: (1) Students will formulate a definition of what constitutes man's environment; (2) Students will examine the reactions of early man to his environment; (3) Students will analyze the role of societal institutions, pressures, and structures in conditioning man's response to his environment; (4) Students will survey man's responses to the mysteries and wonders of nature; (5) Students will identify the effects of the natural environment on man's moods and thoughts. Course content includes man's responses to environment expressed in various literary genres, in popular and classical music, in fine arts, and in film. (CK)

ED 065 872 CS 200 046

Gundersheimer, Lenore C.
Man's Search: English, Mythology. 5112.22.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—29p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Course Content, *English Literature, *Greek Civilization, *Mythology, *Non Western Civilization, Performance Criteria, Self Concept, *Western Civilization

Identifiers—*Quinquimester Program

A course which is an exploration of man's eternal search to understand himself and his world through the study of the mythology of the world is presented. Performance objectives include: (1) Students will recognize the content of the myths studied; (2) Students will identify the specific characteristics of the civilization studied; (3) Students will identify the basic questions man asks about his identity and seeks to answer through myth; and (4) Students will compare the search for identity of the ancient man of any civilization studied to that of contemporary man. Course content includes five ancient civilizations; each is studied along with at least two of its important myths. The myths all relate to each other and also relate to the specific theme of man's search. Civilizations studied include: Greek and Roman, Norse, Egyptian, Sumerian, and Medieval. (CK)

ED 065 873 CS 200 047

Williams, Dorothy D.

Composition: English. 5114.64.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—18p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), Composition Skills (Literary), Course Content, *English Instruction, *Expository Writing, Inquiry Training, *Logical Thinking, Narration, Performance Criteria, Persuasive Discourse, Projects

Identifiers—*Quinquimester Program

A course presenting projects designed to foster invention and develop a sense of logical ordering is given. Performance objectives include: (1) The student will select ideas for development in an orderly manner; (2) The student will convey this message via an expository piece; (3) The student will select appropriate supportive elements to develop his position; and (4) The student will persuade his audience by using the most effective format. Course content deals with four types of written expression: exposition, persuasion, narration, and inquiry. (CK)

ED 065 874 CS 200 048

Mastropalo, Marie Dean, Janet

Introduction to Poetry: English. 5112.43.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—20p.; An Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Literature, *Authors, Course Content, *English Literature, *Literature Appreciation, Lyric Poetry, Narration, Negroes, Performance Criteria, *Poetry, Romanticism

Identifiers—*Quinquimester Program

A course putting emphasis on the enjoyment of poetry is presented. It includes an introduction to poetic language and a study of various types of poetry, such as the lyric and the narrative. Performance objectives include: (1) The student will write an original, personal definition of the form of poetry; (2) The student will define a list of terms germane to poetry; (3) The student will identify figures of speech as to type; and (4) The student will write one or more original examples of the figures of speech studied in class. Course content covers authors and poems representing major American and British writers from the romantic period, the transitional period, and the modern era. Black poets are included. (CK)

ED 065 875 CS 200 049

Garvey, Catherine

Investigation of Child-Adult Differences in Problem-Solving Communication. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Feb 72

Grant—OEG-3-71-0131

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Communication (Thought Transfer), *Grade 5, Individual Characteristics, *Interaction Process Analysis, *Problem Solving, Racial Characteristics, Sex

Differences, *Task Performance, Verbal Communication

Identifiers—Adult Dyads, *Child Dyads

Four studies report on the performance of fifth-grade child dyads and adult dyads on three problem-solving tasks, extending previous research on the structural properties of the communications and on factors influencing the accuracy of the communications. Aspects of performance investigated are: (1) relative participation of dyad members in the conversations, (2) mechanisms of the regulation and integration of verbal interaction, i.e., repetition and interruption, and (3) features of encoding style. The influence of subject characteristics, which include sex and race among the adult dyads and SES, sex and race among the child dyads, on these aspects of communication behavior were also examined. The results across the studies may be summarized as follows. The distribution of TVO between members of the adult dyads and the patterning of the verbal gestures of repetitions and interruptions support the view that mutually accepted rules of conduct underlie participant interaction in problem-solving communication. The behavior of the child dyads reflects partial acquisition of these rules, and child dyad performance is similar across SES, race and sex subgroups. No consistent SES, race or sex differences were found in encoding style. Thus, observed SES differences in communication accuracy among the child dyads could not be directly attributed to characteristics of encoding style. (Author)

ED 065 876 CS 200 050

Wilkinson, A. M., Ed.

The Context of Language.

Pub Date Jun 71

Note—256p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801 (Stock No. 22166, \$2.50 non-member, \$2.40 member)

Journal Cit—Educational Review; v23 n3 Entire Issue June 1971

Document Not Available from EDRS.

Descriptors—Book Reviews, *English Curriculum, Evaluation, Language Ability, *Language Development, *Social Influences

This collection of papers concerns itself with language in a total situation. Specifically, there is a concern for linguistic capability, how it is to be defined, how it can be assessed, and how it is to be developed. Seven sections are included: (1) Introduction: Context of Situation; (2) Language in a Social Perspective; (3) Language and Meaning; (4) What's the Use?; (5) The Integration of Language and Literature in the English Curriculum; (6) Classroom Contexts for Language and Learning; and (7) Book Notices. (CK)

ED 065 877 CS 200 051

Eman, Robert Harms, Jeanne McLain

The Usefulness of Linguistically-Based Word Generalizations.

Pub Date Apr 72

Note—12p.; Paper presented at Annual Meeting of American Educational Research Association (Chicago, Apr. 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Linguistic Patterns, Phonetics, Research Needs, *Spelling Instruction, Standards, *Structural Analysis, *Syllables, *Word Lists

This study was an investigation in two parts. First, a study of the applicability of spelling-patterns to syllables was made. Second, the applicability of the spelling-patterns to whole words was examined. The criteria for applicability used are (1) The word list must contain a minimum of twenty words to which the generalization might apply; and (2) The generalization must have a percent of utility of at least 75. The results for the first part of this study show that the percent of utility for the spelling patterns taken as a group in this study was 70 percent. Thus, taken as a group, the criteria established for the study of meeting a 75 percent utility were not met. In the second part, only those generalizations in which 40 or more syllables were found to which the generalizations might apply were used. The results show that 81 percent of the words were composed in which every syllable contained spelling patterns identified for the investigation. The findings of the study showed that most of the syllables of the list were represented by a word-pattern and that many of the syllables followed a

word-pattern in phonetic spelling. The results also indicated that many of the word-patterns are of limited value. In using word-patterns for instructional purposes, the low applicability of many of the secondary and tertiary patterns should be considered. Further study needs to be conducted to assist in utilizing this information to improve instructional situations. (CK)

ED 065 878 CS 200 052

Emmeri, Philip, Ed. Brooks, William D., Ed.
Methods of Research in Communication.
Pub Date 70
Note—517p.
Available from—Houghton Mifflin Company, 2 Park Street, Boston, Mass. 02107 (\$9.95)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, *Communication Skills, Computer Science, Field Studies, Information Utilization, Interaction Process Analysis, *Language Research, *Measurement Instruments, *Research Methodology, *Research Tools, Statistical Analysis

The purposes of this book include the following: (1) to help students in acquiring knowledge and skills needed to design and conduct experimental research, (2) to acquaint potential researchers with the various methods and instruments that are available, and (3) to suggest new areas of research. These purposes are discussed in the three parts of the book. In Part One, Research Design and Setting, Chapter 1 is concerned with the basic design considerations and common requirements for any experimental study, with concepts and principles related to the bivariate methods often used in communication research. Chapter 2 introduces multivariate research design; identifies its fundamental characteristics; and shows its application to the study of communication. Chapters 3 and 4 are concerned with two research settings: the laboratory and the field. The chapters in Part Two, Research Methods and Instruments, describe a number of methodologies for communication research, with emphasis given to those that can be used to develop measuring instruments for use in communication research. Part Three, Research Technologies, includes chapters on the techniques of psychophysiological measurement, the place of computers in communication research, and methods of information storage and retrieval. (Author/DB)

ED 065 879 CS 200 053

Collignon, Winifred Shaheen, Melva
English Through Current Literature: English SL.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, *English Curriculum, Grade 5, *Language Development, *Reading Instruction, Resource Materials, Skill Development, Teaching, *Teaching Guides, Twentieth Century Literature, Writing Skills

Identifiers—*Quinnester Program

A quinnester course in English for fifth grade students is outlined in this guide. The primary purpose of the course is to develop language through current literature; a secondary purpose is to acquaint the pupils with different forms of current literature. The four areas of the course are Musical Lyrics, Current Articles, Short Stories, and Current Essays. Resources related to Language, Content, Audio Visual aids, and Field Trips are provided for teachers of the course. (DB)

ED 065 880 CS 200 054

Hallberg, Phyllis
The Masters of Lore: Language Arts.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Content, Cultural Education, *English Curriculum, Folk Culture, Folklore Books, *Language Arts, Resource Materials, *Teaching Guides, Teaching Techniques

Identifiers—*Quinnester Program

This guide for a quinnester course in folklore provides performance objectives, teaching strategies, learning activities, and lists of resources for both students and teachers. The course materials include the fable, parable, fairy tale, American

tall tale, and the ballad, as well as some American mythology. (DB)

ED 065 881 CS 200 055

Kenzel, Elaine Williams, Jean
Paragraph Building: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Content, *English Curriculum, *Paragraphs, Resource Materials, Speech Skills, *Teaching Guides, Teaching Techniques, Writing Skills

Identifiers—*Quinnester Program

A guide for a quinnester course designed to help students identify how various types of paragraphs are developed and to provide experience in composing a variety of both oral and written paragraphs is provided. The guide presents performance objectives, course content, teaching strategies, and lists of student and teacher resources. (DB)

ED 065 882 CS 200 056

French, Nancy Garcia, Leticia
Modern Rock Poetry: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Content, *English Curriculum, *Literary Genres, Lyric Poetry, *Modernism, Poetry, Resource Materials, *Teaching Guides, Teaching Techniques, Vocal Music

Identifiers—*Quinnester Program

In this guide to a quinnester course in which the student examines and analyzes the themes and techniques of the rock poet in the lyrics of modern rock music, performance objectives, course content, teaching strategies, learning activities, and lists of student and teacher resources are provided. (DB)

ED 065 883 CS 200 057

Knowles, Marlene
Creative Writing: Free Style—English, Creative Writing.

Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, *Creative Writing, *English Curriculum, *Literary Genres, Resource Materials, Student Developed Materials, *Teaching Guides, Teaching Techniques, *Writing Skills

Identifiers—*Quinnester Program

This guide to a quinnester workshop course in creative writing emphasizes both content and style. Short stories, poems, plays, and informal prose are the literary genres involved. Performance objectives, rationale, learning activities, field trips and resource personnel, and lists of student and teacher resources are provided. (DB)

ED 065 884 CS 200 058

Ladefoged, Peter And Others
UCLA Working Papers in Phonetics No. 21.
California Univ., Los Angeles.
Report No—WP-21

Pub Date Nov 71
Note—78p.; Progress Report for November 1971-January 1972

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-736 632, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*English, *Intonation, *Phonetics, *Phonological Units, *Speech

This working paper in phonetics discusses the following: Phonological Features and Their Phonetic Correlates; Phonetic Features and Phonological Features; The Role of Intonation—Reconsiderations and Other Considerations; and Tone Features and Tone Rules. (See also AD-730 083) (Author)

ED 065 885 24 CS 200 059

Harris, Margaret L. Golub, Lester S.
An Analysis of Content and Task Dimensions of Language Arts Items Designed to Measure Level of Content Attainment.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—TR-200

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Formation, Content Analysis, Elementary School Students, *Factor Analysis, Grade 6, *Language Arts, Sex Differences, *Task Analysis, *Testing, Test Reliability, Test Results, Tests

Content and task dimensions of language arts items were studied using factor analytic techniques. These items were developed to measure concept attainment using a completely crossed design with 30 concepts and 12 tasks. Conventional factor analyses were performed, separately for boys and girls, for concept scores and for task scores. Three-mode factor analyses were performed. The main conclusions drawn from the results of the conventional factor analyses are that all 30 of the concepts are measures of a single functional relationship existing among the concepts, and that all 12 tasks are measures of a single underlying ability or latent trait. The three-mode results indicate that there are no important concept-task interactions for the idealized persons; thus it is reasonable to regard the concepts and the task as being two independent modes. (Author)

ED 065 886 24 CS 200 060

Quilling, Mary R. And Others

Saturday Subway Ride: A Report on the Initial Tryout.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-210

Bureau No—BR-5-0216

Pub Date Dec 71

Contract—OEC-5-10-154

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creative Thinking, *Creative Writing, *Elementary School Students, Grade 5, Grade 6, Program Evaluation, Questionnaires, Sex Differences, *Student Testing, Teacher Attitudes, *Verbal Development, Workbooks, Writing Skills

Identifiers—Saturday Subway Ride Program

"Saturday Subway Ride," a program designed to teach pupils creative thinking techniques and positive attitudes toward creative ideas, is a 92-page workbook in a story-exercise format. Secondary objectives for the product include improving verbal fluency and creative writing. Three classrooms 61 sixth graders and 34 fifth graders at two Wisconsin schools, used the program for two months. The purpose of this paper is to report the results of this initial field study. The major findings included information on the usability of the product and student attainment of product objectives. Teacher annotations, on-site visitations and rated pupil workbooks indicated that considerable reworking of the exercises was needed, although the teachers gave satisfactory ratings to the program overall. Ratings of the exercises showed that only some pupils learned adequately the five techniques of creative thinking: Part-Changing, Checkerboard, Checklist, Find-Something-Similar, and Brainstorming Methods. Changes from pre-test to post-test on the 22-item attitude survey and the verbal fluency tests were both significant and positive. Finally, ratings of short writing samples showed improvement for girls but not for boys from pre-test to post-test. (Author)

ED 065 887 CS 200 061

A Supplement to Portraits: The Literature of Minorities.

Los Angeles County Superintendent of Schools, Calif.

Report No—LACO-131

Pub Date Jun 72

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *American Literature, *Annotated Bibliographies, Anthologies, Cultural Enrichment, Elementary Grades, *Ethnic Studies, *Literature Reviews, Mexican Americans, *Minority Groups, Negroes, Novels, Poetry, Prose, *Reading Material Selection, Secondary Grades, Teacher Influence

Identifiers—Asian Americans

This supplement to "Portraits: The Literature of Minorities" published in June 1970, provides an annotated bibliography of literature by and about Black Americans, Mexican Americans, North American Indians, and Asian Americans. The bibliography is designed to aid teachers and librarians in recommending books to students in grades 7-12. The titles are grouped under the headings of fiction, poetry, prose nonfiction, anthologies, and background materials for teachers. The ethnic experience is central to all titles. The bibliography also provides information as to publisher, copyright date, availability of paperback editions, and price. Suggestions of the selection committee are given for the use of each title. An index of titles and authors is provided, as is a form for evaluating the supplement. (For related document, see ED 042 771.) (DB)

ED 065 888 CS 200 062

Singleton, Clifford G. Rice, M. Paul
Enjoying Short Stories: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, *English Curriculum, Literary Genres, Literature Appreciation, *Reading Skills, *Short Stories, *Teaching Guides, Teaching Techniques, *Writing Skills
Identifiers—*Quinnester Program

An outline of a quinnester course to increase the student's understanding and enjoyment of the short story is provided. The outline contains performance objectives, course content, teaching strategies, and lists of student and teacher resources. Elements of the short story that are emphasized are point of view, setting, theme, plot, and character. The course utilizes both the reading and writing skills of the students. (DB)

ED 065 889 CS 200 063

Hankins, Gretchen
Shakespearean Tragedies: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, *Drama, *English Curriculum, Films, Group Discussion, Listening Skills, Literary Genres, *Old English Literature, Resource Materials, *Seventeenth Century Literature, *Teaching Guides, Teaching Techniques, Writing Skills
Identifiers—*Quinnester Program, Shakespeare (William)

A quinnester course which concentrates on two Shakespearean tragedies is outlined. The focus of the course is on the tragic hero, his development, tragic flaw, and eventual downfall. Performance objectives, course content, teaching strategies and learning activities, and lists of student and teacher resources are provided. The course is designed to provide a variety of listening, viewing, discussion, and writing activities. (DB)

ED 065 890 CS 200 064

Houghton, Charles F.
Shaping Opinions: Language Arts.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analytical Criticism, Course Content, Essays, *Journalism, *Language Arts, Literary Styles, *Newspapers, Press Opinion, *Teaching Guides, Teaching Techniques, *Writing Skills
Identifiers—*Quinnester Program

A quinnester journalism writing course that explores serious techniques used in effective articles that mold opinion is presented in this course guide. The course focuses upon responsibility, good taste, the problem of censorship, crusading, and propaganda techniques. Reading of editorials and columns and practice in writing are included. Performance objectives, course content, teaching strategies, and lists of resources for students and teachers are given. (DB)

ED 065 891 CS 200 065

Lewis, Billie R. Troilo, Vivian
Mystery and Horror: English.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, *English Curriculum, *Fiction, Literature Appreciation, *Reading Development, Resource Materials, *Teaching Guides, Teaching Techniques
Identifiers—Mysteries, *Quinnester Program

This quinnester course guide focuses upon a course that explores various kinds of mysteries, including the detective story, the Gothic mystery, and stories of the supernatural. Discussion of specific criteria for evaluating the mystery story is emphasized. By capitalizing on the wide appeal of the mystery, it is hoped that students who seldom read will be encouraged to form a habit of reading, branching out into other forms of fiction and nonfiction. Performance objectives, course content, teaching strategies, learning activities, and lists of resources for students and teachers are provided. (DB)

ED 065 892 24 CS 200 066

Hess, Karen M.
Targeted Communications: Teaching a Standard English to Speakers of Other Dialects. Final Report.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-1-0243

Pub Date May 72

Grant—OEG-0-71-3593

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, College Teachers, Elementary School Teachers, *English Curriculum, Information Dissemination, *Instructional Aids, Linguistics, Material Development, *Multimedia Instruction, *Non-standard Dialects, Program Development, Program Evaluation, Secondary School Teachers, *Standard Spoken Usage, Textbook Standards
Identifiers—*Targeted Communications

This project was designed to provide current, educationally and linguistically sound information for the audiences involved in teaching a standard English to speakers of other dialects, specifically teachers, administrators, and textbook publishers. Three basic steps were followed in developing the targeted communications products: (1) the needs of the audiences were identified; representatives of each audience were involved in content selection and media development; (2) relevant research and related information were collected, analyzed, evaluated, interpreted, and synthesized; and (3) products designed to meet the information needs of each specific audience were developed, tested, and revised. Both the literature review and contact with members of the targeted audiences revealed that misconceptions about nonstandard dialects are widespread in schools. Persons unaware of the linguistic research often consider a nonstandard speaker to be ignorant or lazy. The resulting damage to the nonstandard speaker may be profound. The disseminated information resulting from this project should help to overcome the questionable and often damaging attitudes and practices characteristic of current approaches to English usage. The critical need that teachers, administrators, and textbook publishers be aware of linguistic findings regarding dialect and dialect learning should be partially met by the dissemination of the products developed on this project. (Author)

ED 065 893 24 CS 200 067

Rohrman, Nicholas L.

Images and Deep Structures in Recall. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-9-D-052

Pub Date Jun 72

Grant—OEG-4-71-0021

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ambiguity, Deep Structure, Educational Research, Experiments, Imagery, *Linguistic Theory, Memory, *Recall (Psychological), Research, Semantics, Sentence Structure, *Transformation Theory (Language)

Current transformational linguistic theory holds that there are two levels of sentence structure, derived constituent or surface structure and underlying or deep structure. Both have been proposed as the memory representation of sentences, but recent evidence suggests that the latter is the more likely. However, two recent studies have directly challenged this notion and suggest that rather than linguistic structure semantic vividness, as measured by imagery ratings, is the more important determinant of recall. In experiment one, nominals with different deep structures showing a recall difference were rated for imagery. No difference was found. In experiment two, nominals of equivalent deep structure showing no recall difference were rated for imagery. Significant differences were found. In experiment three, Ss were set to perceive ambiguous nominals with different deep structures and tested for recall. No differences were found. Thus, claims of imagery's importance can be dismissed. However, the failure of experiment three raises interesting questions about the psychological status of ambiguity in general. (Author)

ED 065 894 24 CS 200 068

Golub, Lester S. And Others

Measuring Language Arts Concept Attainment: Boys and Girls. Technical Report No. 199.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-199

Bureau No—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Concept Formation, Data Analysis, Educational Research, Grade 6, Item Analysis, Language Arts, *Language Tests, *Measurement Instruments, Sex Differences, *Test Construction, Test Reliability, Test Results, Test Validity

Test development efforts for constructing 12 items to measure achievement of each of 30 selected language arts concepts are described. Item and total score statistics for data collected on 186 boys and 259 girls who had just begun the sixth grade are presented and discussed. (Author)

ED 065 895 24 CS 200 069

Levin, Joel R. And Others

Imagery and Vocalization Strategies in Children's Verbal Discrimination Learning. Technical Report No. 221.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-221

Bureau No—BR-5-0216

Pub Date Apr 72

Contract—OEC-5-10-154

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discrimination Learning, Educational Research, Elementary School Students, Experiments, Grade 4, *Imagery, *Memory, Sex Differences, Statistical Analysis, *Verbal Learning, *Verbal Stimuli

The verbal discrimination learning of elementary school children was assessed in two experiments. In both experiments, Ss were given either regular discrimination learning instructions (control), instructions to pronounce the correct pair member aloud three times during study trials (vocalization), or instructions to generate a visual image of the correct pair member during study trials (imagery). Experiment 1 employed a mixed list of homonym, synonym, and unrelated noun pairs, while Experiment 2 employed homogeneous lists of homonym and synonym pairs. The results of the two experiments provided partial support for the proposition that a particular rehearsal strategy would be facilitative only when it provided a discriminative cue which was relevant to the materials on hand. (Author)

ED 065 896 24 CS 200 070

Sachs, Jacqueline

Development of Oral Language Abilities from Infancy to College. Final Report.

Spons Agency—Division of Elementary and Secondary Research, NCERD.

Bureau No—BR-9-0440

Pub Date Mar 72

Grant—OEG-0-9-160440-4144(010)

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, *Child Language, English (Second Language), *Environmental Influences, *Language Development, Learning

Processes, *Oral Communication, Oral English, Parent Role, Sex Differences, Speech, *Verbal Stimuli

Five studies investigated the interaction between language acquisition abilities and environmental factors. Subjects aged 5 to 20 imitated synthetic speech stimuli representing English and novel categories. All except the 5-year olds imitated better than was predicted from studies of categorical perception. The 12-year olds performed optimally. Children were studied who were becoming bilingual. When languages were learned simultaneously, children showed fused systems. Children who had already acquired native languages experienced a "silent" period in the new language during which learning occurred. Accent is discussed in terms of motor-theory and psychological factors. Effects of reduced language input were observed in a hearing child of deaf parents. The language was quantitatively and qualitatively different from normal children's. Absence of signing suggested that language must be directed to the child to permit acquisition. Characteristics of the language model presented to children was investigated by analyzing the speech of adults to a 2-year old child or to an adult. When speaking to the child, adults used shorter, less complex sentences, and more questions. The speech of male and female children could reliably be identified as to sex by judges. Differences in formant patterns suggested that children acquire cultural patterns for marking sex-identification in voice. (Author)

EA

ED 065 897 24 EA 004 261

Baas, Alan M.

Systems Building Techniques. Analysis and Bibliography Series, No. 15.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0353

Pub Date Jul 72

Contract—OEC-0-8-080353-3514

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Component Building Systems, Construction Costs, Construction Needs, Construction Programs, Cost Effectiveness, *Educational Facilities, Flexible Facilities, *Literature Reviews, Planning (Facilities), Prefabrication, School Construction, *Structural Building Systems, *Systems Approach

This review presents an analysis of the literature concerning the growth of systems building programs in education and reports on the conclusions of numerous architects and educators that the systems-built school may well be the only cost-effective answer available to today's educational facilities needs. The terms "building systems" and "systems building" are defined and clarified, and the dependency of the systems approach on interfacing with other subsystems is discussed. The literature is divided into and discussed under the headings: systems approach; building systems and modular design; university residential building systems; academic building systems; European systems; information resources; journal coverage; and evaluation, refinement, and application. Publications dealing with school construction programs in California, Florida, and Toronto are reviewed briefly and separately for each area. A 57-item bibliography of relevant literature concludes the presentation. (Author)

ED 065 898 24 EA 004 265

Smith, Michael R. Bryson, Joseph E.

Church-State Relations: The Legality of Using Public Funds for Religious Schools. ERIC/CEM State-of-the-Knowledge Series, Number Twenty-two. NOLPE Monograph Series on Legal Aspects of School Administration, Number One.
National Organization on Legal Problems of Education, Topeka, Kans.

Spons Agency—Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Bureau No.—BR-8-0353

Pub Date 72

Contract—OEC-0-8-080353-3514

Note—98p.

Available from—National Organization on Legal Problems of Education, 825 Western Avenue, Topeka, Kansas 66606 (\$4.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Church Role, Court Cases, Federal Aid, *Federal Laws, *Parochial School Aid, *Parochial Schools, Religious Education, Religious Factors, State Aid, *State Church Separation, *State Laws

In this monograph, data is analyzed to determine whether public tax funds can be used legally to support religious elementary and secondary schools. The authors investigate the history of church-State relations, the provisions of Federal and State constitutions and statutes, and Federal court decisions concerning public aid to religious schools. The content focuses on (1) the rise of Catholic religious education in America, (2) the theories and controversies surrounding parochial school aid, (3) Federal and State provisions for the separation of church and State, (4) Federal and State provisions permitting the use of public funds for religious schools, and (5) an analysis of Federal Court decisions. Appendixes list Federal and State provisions both prohibiting and permitting use of public funds for religious schools. A substantial bibliography subdivided by literature type concludes the document. (Author/JF)

ED 065 899 EA 004 367

Zucker, Charles B.

Results of an Initial Field Study of New Techniques for Citizen Participation in Educational Facilities Planning.

Pub Date Jan 72

Note—10p.; Paper prepared for Environmental Design Research Association and AIA Researchers Joint Meeting (Los Angeles, California, January 24-27, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architectural Research, *Citizen Participation, Committees, Decision Making, Educational Facilities, *Field Studies, *Planning (Facilities), *Policy Formation, Workbooks

The utility of a particular citizen participation planning approach as applied to educational facilities planning is described. With the aid of a clear-cut decisionmaking procedure, citizens could participate effectively in the development of specific planning policy statements. Such statements could be used to discuss planning priorities, focus on policy consequences, and evaluate alternative planning and design proposals. With the aid of simple graphic tools, citizens could themselves produce innovative planning proposals. (Sketches may reproduce poorly.) (Author)

ED 065 900 EA 004 369

Feitler, Fred C.

A Study of Principal Leader Behavior and Contrasting Organizational Environments.

Pub Date Apr 72

Note—15p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, Democratic Values, Elementary Schools, Job Satisfaction, *Leadership Styles, *Leadership Training, Literature Reviews, Measurement Instruments, *Organizational Climate, *Principals, Speeches, *Teacher Administrator Relationship, Teacher Attitudes, Typology

This study examined existing relationships between the leader behaviors of elementary school principals and the organizational processes of their schools. T-tests were used to determine significant relationships between leader behaviors (measured by the Leader Behavior Description Questionnaire-Form XII) and contrasting school typologies (described by the Profile of a School instrument.) The sample was composed of 23 schools and 412 teachers. Four leader behaviors—tolerance of freedom, consideration, integration, and tolerance of uncertainty—were found to be significantly higher for schools having participative group organizational processes than for schools described as having more authoritative processes. Implications for organization development and research are discussed. (Author)

ED 065 901 EA 004 381

Olmstead, Joseph A.

Factors in Organizational Effectiveness.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-PP-1-72

Pub Date Jan 72

Note—11p.; Originally prepared for presentation at Southeastern Psychological Association Annual Meeting (Miami, Florida, April 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, Evaluation, Information Theory, *Management Systems, Military Organizations, Objectives, Operations Research, *Organization, *Organizational Climate, *Organizations (Groups), Planning

This paper deals with the critical needs of organizations to cope with external stress and change. The concept of "competence" is analyzed into the components adaptability, reality-testing, identity, and integration; and each component is discussed. Data are presented from a HumRRO project, which had as its objective that of determining the contribution of each of the competence components and of competence as a whole to organizational effectiveness. (Author)

ED 065 902 EA 004 383

Olmstead, Joseph A.

Requirements for Organizational Leadership.

Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-PP-26-69

Pub Date Aug 69

Note—9p.; Originally prepared for presentation at a conference on "The Applications of Leadership and Organizational Research to the Military Environment" (West Point, New York, June 1969)

Available from—National Technical Information Service, 5258 Port Royal Road, Springfield, Virginia 22151 (AD-693-010, MF \$9.5 HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Decision Making, *Group Behavior, Information Theory, *Leadership Qualities, *Leadership Training, Military Organizations, Objectives, *Organization

In this booklet, the requirements for leadership of complex organizations, present and future, are described. The changing performance demanded of military organizations and the implications for the development of leaders who will have the necessary capabilities are discussed. Since the performances required of military organizations are becoming more adaptive, the distinctive quality of future leadership will lie in the ability to develop and guide responsive systems of decision and action. The development of future leaders will require recognition of the organizational role of leadership and the design of training programs specifically attuned to that role. (Author)

ED 065 903 EA 004 385

Grusky, Oscar

Experimental Studies of the Influence of Organizational Effectiveness and Succession on the Administrative Process.

Pub Date Apr 72

Note—23p.; Paper presented at Pacific Sociological Association Annual Meeting (43rd, Portland, Oregon, April 13-15, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Evaluation, Communication Problems, Experiments, *Interaction Process Analysis, Job Satisfaction, Leadership Styles, Literature Reviews, Management, *Organizational Change, *Organizational Climate, *Organizations (Groups), Self Esteem, Simulation, Speeches

Identifiers—*Organizational Effectiveness

The present study, part of a larger investigation, attempted to examine the separate and joint effects of succession and effectiveness on administrative processes in laboratory-created 3-level formal organizations. Specifically, the investigation concerned itself with the impact of these two elements on communication relationships between managers and subordinates. The investigators sought to assess the degree that these variables influenced the manner in and the extent to which information and affect was transmitted between executives and lower-level subordinates as well as among subordinates. Each organization consisted of seven coordinated positions—a manager, two assistant managers, and four workers—and was designed to resemble an actual business firm. Organizational effectiveness

was manipulated by predetermining the number and type of errors produced by the workers, who were confederates. Findings indicate that change in organizational effectiveness is both a major factor effecting the type and direction of communication flow between managers and subordinates and an important variable mediating the influence of leadership change on the type and direction of communication. The findings generally confirm the strategic importance of treating effectiveness and managerial variables in a processual, interdependent fashion. (Author/JH)

ED 065 904

EA 004 392

Desbarats, Guy

[On Trial: The Canadian Construction Information System. Will the Verdict Favor Contemporary Technological Industry Cohesion or Traditional Institutional Separatism?]

Pub Date 20 Mar 72

Note—16p.; Speech given before Canadian Construction Industry Association Conference, (Ottawa, Ontario, March 20, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Construction Industry, *Information Processing, *Information Retrieval, *Information Systems, Interprofessional Relationship, Organizations (Groups), Speeches, *Technological Advancement

Identifiers—Canada, Canadian Construction Information System

This introductory Conference speech preceded a request to the assembled members of the Canadian construction industry that a proposed information system be reviewed favorably. The author discusses the importance of information itself, then reviews the state of the art of scientific and technological information with particular reference to its application to modern industry, and the state of information in the construction industry. Practical questions about the organization of a Canadian Construction Information System and theoretical questions on the impact of such a system on the future of the industry itself conclude the speech. (MLF)

ED 065 905

EA 004 393

EA20: Education and Architecture in the 20th Century. The Design Workshop, Colleges of Applied Arts and Technology (4th, Toronto, Ontario, November 16-17, 1971).

Ontario Dept. of Education, Toronto. School Planning and Building Research Section.

Pub Date Nov 71

Note—114p.; Speeches and Notes prepared by Workshop participants

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Aids, College Libraries, *College Planning, *Community Colleges, Construction Industry, Flexible Facilities, Food Handling Facilities, *Instructional Materials Centers, *Planning (Facilities), Prediction, Recreational Facilities, School Community Relationship, Student Unions, *Technical Institutes, Television

Identifiers—CAAT, Canada, Colleges of Applied Arts and Technology, Community Centers

This document contains speeches and notes of workshop participants assembled to discuss the planning of Colleges of Applied Arts and Technology. The workshop was mainly concerned with learning resource centers, college student facilities, and planning for the future. Thirty-three selections cover such topics as appraisal of college development, learning resource centers, libraries, audiovisual materials, television, educational communications systems, recreational facilities, food service facilities, the college as a student and community center, the campus of tomorrow, building industry in transition, and flexible facilities. (Author/MLF)

ED 065 906

EA 004 394

EA20: Regional School Design Workshop (14th, St. Catharines, Ontario, March 15-16, 1972).

Ontario Dept. of Education, Toronto. School Planning and Building Research Section.

Pub Date Mar 72

Note—145p.; Speeches and Notes prepared by Workshop participants

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Building Obsolescence, Capital Outlay (for Fixed Assets), Community Schools, Criteria, Early Childhood Education, Enrollment Projections, Exceptional Children, Facility Utilization Research, High Schools, *Instructional Materials Centers, *Planning (Facilities),

*School Community Relationship, *School Improvement, Site Development
Identifiers—Canada, Community Centers, Shared Facilities

This document contains the speeches and notes of workshop participants assembled to discuss the rehabilitation and renovation of existing schools in keeping with new educational requirements. Thirty-seven selections cover such topics as criteria for planning; development of school sites; community use of the schools; education and architecture; renovation, rehabilitation, and alteration of schools; library resource centers; early childhood education; shared use of school facilities; and the integration of school facilities to accommodate exceptional children. (MLF)

ED 065 907

EA 004 414

Directory of Public Elementary and Secondary Schools in Selected Districts. Enrollment and Staff by Racial/Ethnic Group. Fall 1970.

Office for Civil Rights (DHEW), Washington, D.C.

Report No.—OCR-72-5

Pub Date [72]

Note—1625p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock Number 1700-0093, \$10.25)

EDRS Price MF-\$0.65 HC-\$55.93

Descriptors—Civil Rights, Data Processing, *Directories, *Enrollment, *Ethnic Groups, Federal Aid, Government Publications, *Instructional Staff, National Surveys, *Public Schools, Questionnaires, School Districts, Tables (Data)

This directory contains reported information, as of the beginning of the 1970-71 school year, on the racial/ethnic composition of pupils and full-time classroom teachers (assigned to one school) in approximately 8,000 school districts in the continental United States including Alaska and the District of Columbia. Minority racial/ethnic categories include American Indian, Oriental, Spanish surnamed American, and Negro. White nonminority and undesignated minority groups are included in the column headed "other". All school districts with enrollments of 3,000 or more (1969-70) were surveyed. Smaller school districts were selected for inclusion in the survey in a statistically random manner based on district enrollment size in the preceding school year. The districts samples covered 44.7 percent of the Nation's public school districts with a combined enrollment of 90.3 percent of the Nation's public elementary and secondary pupils. Tables I and II show actual and projected survey enrollment data, by State. Table III shows the various racial/ethnic State enrollment totals expressed as a percentage of total State enrollment. Table IV shows the various racial/ethnic State enrollment totals expressed as a percentage of the national total enrollment of particular racial/ethnic groups. The directory is arranged in alphabetical order by school district within State. (Author)

ED 065 908

EA 004 430

Burnham, Brian

Achievement of Grade 1 Pupils in Open Plan and Architecturally Conventional Schools.

York County Board of Education, Aurora (Ontario).

Pub Date Sep 71

Note—3p.; Appeared in "Growth Points 71."

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Comparative Analysis, Educational Research, *Grade 1, Mathematics, *Open Plan Schools, Reading Achievement, *Traditional Schools

Identifiers—Canada

This document is a report of the first year's findings (grade 1) of a longitudinal 3-year study of achievement differences between students in new open plan schools and those in existing "conventional architecture" schools. When tests of reading and mathematics achievement were administered in two open plan and nine "conventional architecture" schools, the mean scores attained were not significantly different, although the marginal differences tended to favor the open plan schools. (Author)

ED 065 909

EA 004 432

Moyer, Frank H.

A Comprehensive Bibliography of Open Education and Open Space Schools—A Reader's Guide.

Pub Date 72

Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, Educational History, Educational Philosophy, Flexible Facilities, Individualized Instruction, Integrated Curriculum, Learning Theories, *Open Education, *Open Plan Schools, *Resource Guides, School Design, Student Centered Curriculum, Student Teacher Relationship, Vocabulary

Identifiers—Free Schools

This 6-part bibliography lists those sources of possible interest to readers or researchers that appeared as of December 1971. In part I the terminology is clarified, and a view of the open education philosophy and a short historical overview of open space school design are provided. Parts II, III, and IV contain listings of publications originating respectively from the United States, England, and Canada. Part V contains a list of related bibliographies and publication lists. Part VI provides a directory of publishers and distributors. The individual bibliographical items in parts II, III, and IV are categorized according to type of publication—i.e., books and pamphlets, periodical literature, films, etc. Each type of publication is subsequently subgrouped according to topic. (Author/MLF)

ED 065 910

EA 004 436

Equipment Guide for Preschool and School Age Child Service Institutions.

Department of Agriculture, Washington, D. C. Div. of Child Nutrition.

Report No.—FA-999

Pub Date Feb 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Children, Dining Facilities, *Equipment, Equipment Standards, *Food Handling Facilities, Food Service, Government Publications, *Guides, *Preschool Children

The information in this pamphlet has been prepared to assist State agencies, service institutions, and others concerned with planning and equipping kitchens and dining areas of child service institutions participating in the U.S. Department of Agriculture's Special Food Service Program for Children. The minimum kitchen equipment and facilities necessary to prepare breakfast, lunch, supper, or any combination thereof for 15 - 100 children are specified. In suggesting the equipment to be used, the guidelines take into consideration the possible serving of supplemental foods between meals. (Author)

ED 065 911

24

EA 004 450

Butler, Henry E., Jr. And Others

Legal Aspects of Student Records. ERIC/CEM State-of-the-Knowledge Series, Number Twelve.

NOLPE Monograph Series, Number Five.

National Organization on Legal Problems of Education, Topeka, Kans.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Bureau No.—BR-8-0353

Pub Date 72

Contract—OEC-0-8-080353-3514

Note—70p.

Available from—National Organization on Legal Problems of Education, 825 Western Avenue, Topeka, Kansas 66606 (\$3.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board of Education Policy, Confidentiality, Confidential Records, *Court Cases, School Administration, School Law, *School Policy, State Departments of Education, *State Laws, *Student Records, *Student Rights, Student School Relationship

Identifiers—Privacy

In this monograph, the authors explore and enlighten the area of student records by researching the history, analyzing the case law, and interpreting the statutes in this sensitive field. The authors discuss the conflict between the student's right to privacy and the public's right to know and suggest a workable solution. After reviewing the history of the right to privacy, the authors analyze constitutional and statutory provisions, legal cases, and State board of education rules to determine the legal principles that govern the inspection, copying, and expunging of student records. In the appendixes, the authors have provided (1) a graphic presentation that compares State and Federal constitutions insofar as those

documents apply to the individual's privacy, (2) an up-to-date statutory bibliography of State statutes, and (3) a tabular summary of State department of education rules concerning student records. (Author/JF)

ED 065 912 EA 004 466

Maltby, Gregory P. And Others
Master Plan for School Facilities: North Clackamas School District No. 12, Milwaukie, Oregon.

Oregon Univ., Eugene. Bureau of Educational Research and Service.

Spons Agency—North Clackamas School District 12, Milwaukie, Oreg.

Pub Date Apr 72

Note—182p.

EDRS Price MF-\$0.65 HC-\$5.58

Descriptors—Bibliographies, *Cost Effectiveness, Educational Research, Facility Inventory, Facility Requirements, Facility Utilization Research, Kindergarten, *Master Plans, Mobile Classrooms, *Planning (Facilities), School Organization, *School Size, *Site Analysis, Tables (Data), Vertical Organization

Identifiers—Attendance Areas, Demountable Facilities, Divisible Facilities, Mobile Facilities, Portable Facilities, Relocatable Facilities

This proposed 20-year plan for construction of facilities is based on analyses of (1) data related to the projected number and location of students in the district and (2) the adequacy of existing facilities. The study, a compilation of seven reports, begins with a description and the statements of adequacy for each school and its site. The next report provides recommendations regarding vertical grade organization—the method of distribution and advancing students from grade to grade in either a graded, a multigraded, a non-graded, or a combined pattern. A 30-item bibliography concludes this report. A third report makes recommendations regarding the optimum school size for the district, and a 22-item bibliography is appended. The fourth and fifth reports are combined to analyze attendance areas and to discuss the immediate application of the data generated by the report on building and site inventory. In section six, which is devoted to a discussion of the cost impact of establishing kindergartens, detailed descriptions of five types of relocatable facilities are provided, as well as line drawings of each type. The last section discusses the longrange implications for attendance boundaries generated by the data on building and a site inventory and outlines an additional longrange plan for facility and use cost needs. (Author)

ED 065 913 EA 004 480

Rosenman, Marvin Eli And Others
Let's Have Inside-Out Schools! Design Feasibility Study for the Renovation and Addition to the Burriss Laboratory School, Muncie, Indiana.

Ball State Univ., Muncie, Ind.; Educational Facilities Labs., Inc., Chicago, Ill.

Pub Date 72

Note—58p.

Available from—College of Architecture and Planning, Ball State University, Muncie, Indiana 47306 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Design Needs, Estimated Costs, *Facility Requirements, Feasibility Studies, Laboratory Schools, *Planning (Facilities), School Community Relationship, *School Design, School Environment, *School Expansion, *School Improvement, Site Development

The Burriss School facility has been physically investigated in terms of existing and future needs. A priority-based sequence of remodeling and additions is suggested to meet these demands. The sequence consists of 31 distinct operations that can be grouped into eight major phases for purposes of financing and construction. The design proposals, by using buildings inside and outside, emphasize making learning resources inviting and available to the entire community and encourage the development of a symbiotic relationship among Burriss, the University, and the community. Through the proposed use of building form, land development; appropriate scale, materials, graphics, and circulation, the investigators feel that the school can serve more diverse community interests. (Photographs may reproduce poorly.) (Author)

ED 065 914 80 EA 004 481

Morphet, Edgar L. And Others
Revitalizing Education in the Big Cities. A Report. Colorado State Dept. of Education, Denver.; Improving State Leadership in Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—122p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—City Government, City Problems, Decentralization, Educational Accountability, *Educational Finance, *Educational Improvement, Educational Planning, Metropolitan Areas, Politics, State Action, *State Government, *Urban Education, Urban Schools

Identifiers—*State City Relationship

This report is concerned with the problems and procedures relative to planning and effecting needed improvements in big city education and is based on the assumption that States should continue to be primarily responsible for education. Five authors discuss (1) big city education: its challenge to governance; (2) urban learning environments, opportunities, and procedures; (3) political and organizational dynamics in urban-State relations; (4) improving provisions for organization, housing, financial support, and accountability; and (5) developing a revitalized educational system. The five individual chapters of this document are cited under EA 004 482-486. (Author)

ED 065 915 80 EA 004 482

Haskew, Laurence D.
Big City Education: Its Challenge to Governance. Colorado State Dept. of Education, Denver.; Improving State Leadership in Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—25p.; Chapter 1 of EA 004 481, see above
Available from—Not available separately, only as part of complete publication: Revitalizing Education in the Big Cities, EA 004 481

Document Not Available from EDRS.

Descriptors—City Problems, *Community Control, Costs, *Educational Accountability, Educational Finance, Educational Improvement, Financial Needs, *Governance, Metropolitan Areas, State Action, *Urban Education, *Urban Environment, Urban Population, Urban Schools

This chapter traces the migration from farms to cities and the later movement from cities to suburbs and discusses the impact of the resulting big city environment on the governance of big city education. The author (1) suggests how local, State, and Federal governments can improve big city education; (2) discusses ways of planning for the future under the pressures of current emergencies; (3) outlines the problems of making big city schools accountable to their communities; (4) describes the burgeoning needs of big city schools amid dwindling resources; and (5) discusses the difficulty of effective governance in obsolete structures. (JF)

ED 065 916 80 EA 004 483

Crenshaw, Joseph W. Smith, Rodney P.
Urban Learning Environments, Opportunities, and Procedures.

Colorado State Dept. of Education, Denver.; Improving State Leadership in Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—20p.; Chapter 2 of EA 004 481, see above
Available from—Not available separately, only as part of complete publication: Revitalizing Education in the Big Cities, EA 004 481

Document Not Available from EDRS.

Descriptors—Adult Education, Citizen Participation, City Problems, Community Involvement, *Continuous Learning, *Educational Environment, *Educational Improvement, Educational Innovation, Learning Theories, Student Participation, Traditional Schools, *Urban Education, Urban Environment

Identifiers—*Educational Alternatives

This chapter suggests procedures and alternative practices for the improvement of big city education. The authors (1) urge the importance of planning, (2) describe procedures for identifying and selecting promising alternative practices, (3) discuss the involvement of people in urban education, (4) identify emerging learning environments, (5) suggest ideas that offer alternatives to traditional schooling, and (6) outline strategies for improving education. (JF)

ED 065 917 80 EA 004 484

Campbell, Roald F. Wagstaff, Lonnie H.
Political and Organizational Dynamics in Urban-State Relations.

Colorado State Dept. of Education, Denver.; Improving State Leadership in Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—24p.; Chapter 3 of EA 004 481, see above
Available from—Not available separately, only as part of complete publication: Revitalizing Education in the Big Cities, EA 004 481

Document Not Available from EDRS.

Descriptors—Certification, City Government, City Problems, Educational Improvement, Educational Planning, Evaluation, Financial Problems, Inservice Education, *Politics, School Districts, State Action, *State Departments of Education, *State Government, *Urban Education, Urban Schools

Identifiers—*State City Relationship

This chapter notes organizational and political constraints that have prevented productive urban-State relationships and suggests policies and strategies for eliminating these constraints. The report posits an emerging role for State education agencies in establishing collaboration relationships with cities. The authors suggest that those relationships might begin with such program areas as the development of planning and evaluation capabilities, a reconsideration of school district structures, the relating of education to other social and economic programs, the promotion of curriculum experimentation and reform, the revision of preparation and certification programs, the improvement of inservice education, and the development of a more equitable plan of financial support. (Author)

ED 065 918 80 EA 004 485

Polley, John W. Lamitie, Robert E.
Improving Provisions for Organization, Housing, Financial Support and Accountability.

Colorado State Dept. of Education, Denver.; Improving State Leadership in Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—25p.; Chapter 4 of EA 004 481, see above
Available from—Not available separately, only as part of complete publication: Revitalizing Education in the Big Cities, EA 004 481

Document Not Available from EDRS.

Descriptors—*Administrative Organization, Citizen Participation, *Community Control, Community Involvement, Court Cases, Decentralization, *Educational Accountability, *Educational Finance, Equalization Aid, Organizational Change, Planning (Facilities), Property Taxes, State Aid, *Urban Education, Urban Schools

This chapter provides insights into the solution of financial and governance problems that face big city education. The report identifies recent developments affecting big city education such as metropolitanism, regionalism, full State financing, revenue sharing, and reform of property taxation. The authors discuss (1) recent court cases affecting educational finance, (2) planning new multipurpose facilities, and (3) strategies for making urban schools accountable to their communities. (JF)

ED 065 919 80 EA 004 486

Reller, Theodore L.
Developing a Revitalized Educational System.

Colorado State Dept. of Education, Denver.; Improving State Leadership in Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—21p.; Chapter 5 of EA 004 481, see above

Available from—Not available separately, only as part of complete publication: *Revitalizing Education in the Big Cities*, EA 004 481

Document Not Available from EDRS.

Descriptors—*City Government, *Educational Planning, *Interagency Cooperation, *Metropolitan Areas, *Regional Cooperation, *School Districts, *State Action, *State Departments of Education, *State Government, *State School District Relationship, *Urban Education Identifiers—*State City Relationship

This chapter focuses attention on (1) the major constraints that have prevented a more prompt and adequate attack on the problems of big cities, (2) the major issues involved in moving to meet the problem, and (3) guidelines for doing so; and proposes and evaluates a number of alternatives for resolving the basic issues. The author emphasizes the development of a viable system through which the present and emerging needs of great cities can be met. Alternatives for resolving those State/large city issues examined are: (1) maintaining the present situation; (2) nationalizing the big city systems; (3) providing for direct State operation of schools; (4) strengthening State education agencies; (5) developing and implementing a comprehensive State plan to enable the State to meet the State/large city issue; (6) developing a metropolitan government structure for education; and (7) developing a comprehensive program involving State and metropolitan action aimed at structure, redefinition of respective responsibilities, finance, and instruction. (Author/JF)

ED 065 920 EA 004 487
Bergen, J. J.

The Alberta Leadership Course for School Principals—A History and an Evaluation.

Alberta Univ., Edmonton. Dept. of Educational Administration.

Pub Date Jun 72

Note—97p.

Available from—Department of Educational Administration, University of Alberta, Edmonton 7, Alberta (Canada) (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, Boards of Education, *Evaluation, *Inservice Education, *Leadership Training, *Management Development, *Participant Satisfaction, *Principals, *Professional Training, *Superintendents

This study records the historical background and investigates the value of the leadership course as perceived by former members of the course. The leadership course was initiated as an attempt to improve the quality of leadership at the school level, thereby improving educational opportunities for provincial students. The study report contents (1) examine the need for inservice leadership education; (2) provide a history and development of the leadership course; (3) discuss the value of the leadership course to participants and school systems; and (4) comment on the strengths and weaknesses of the purposes, organization, and activities of the leadership course. A related document, EA 004 488, describes the 1971 leadership course. (Photographs may reproduce poorly.) (Author/JF)

ED 065 921 EA 004 488
Bergen, J. J., ed.

School Program Accountability. The 1971 Leadership Course for School Principals Lecture Series.

Alberta Univ., Edmonton. Dept. of Educational Administration.

Pub Date 71

Note—71p.

Available from—Department of Educational Administration, University of Alberta, Edmonton 7, Alberta (Canada) (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Change, *Administrator Role, *Budgeting, *Community Schools, *Differentiated Staffs, *Educational Accountability, *Evaluation, *Learning Experience, *Management Systems, *Planning, *Principals, *Program Evaluation, *Programming, *Systems Approach, *Systems Concepts, *Teacher Evaluation

This collection of papers by various authors offers varied comments on (1) a systems approach to accountability, (2) accountability and PPBES, (3) program evaluation, (4) the principal's role in clinical supervision, (5) some practical approaches to the evaluation of teaching, (6) teamwork within the school, (7) differentiated instruction, (8) the community school, and (9) a "learning" system of education. A related document, EA 004 487, provides a history and an evaluation of the leadership course. (JF)

tion, (8) the community school, and (9) a "learning" system of education. A related document, EA 004 487, provides a history and an evaluation of the leadership course. (JF)

ED 065 922 EA 004 491
Debus, Richard C.

Budget. School Business Management Handbook No. 3. Revised.

New York State Education Dept., Albany.

Pub Date 68

Note—208p.; Second Revision. Originally published in 1955 and 1956

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Administrative Personnel, *Administrative Principles, *Boards of Education, *Budgeting, *Budgets, *Evaluation, *Expenditures, *Guidelines, *Money Management, *Program Budgeting, *Public Relations, *School Funds

The material in this handbook has been designed for continuous reference and use by administrators and school board members in formulating sound school budgets. Statements of practices and policy express the general situation and simply provide a starting point. Practical applications in union free, central, and city school districts in cities of less than 125,000 are emphasized. Although the approach has been to the formulation of the annual budget, the principles outlined can be adapted to a "long-term" budget. The subject matter covers (1) general considerations in school budgeting, (2) compilation of a budget, (3) the school budget calendar, (4) the formal proposed budget document, (5) the "popularized" budget, (6) evaluative criteria and helpful suggestions, (7) program budgeting, and (8) the budget in operation. Appendixes contain decentralized budgeting worksheets, cooperative budgeting worksheets, and a formal budget document. (Author/JF)

ED 065 923 EA 004 494
Emerging Problems in School Law. National Organization on Legal Problems of Education, Annual Meeting (17th, Las Vegas, Nevada, November 10-12, 1971).

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 72

Note—205p.

Available from—NOLPE, 825 Western Avenue, Topeka, Kansas 66606 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Bus Transportation, *Court Cases, *Due Process, *Equal Education, *Equalization Aid, *Equal Protection, *Integration Litigation, *Integration Methods, *Parochial Schools, *School Attendance Laws, *School Law, *School Taxes, *State Church Separation, *Student Rights, *Teacher Aides, *Vandalism, *Voting Rights

Identifiers—*Severance Pay

This book, the official meeting transcript, contains papers that analyze current problems and suggest future trends. Two education professors and an attorney discuss and analyze the Swann vs Mecklenburg school desegregation case. Another attorney, through a discussion of Serrano vs Priest, takes a look into the future of equal protection cases in the area of school finance. Other articles deal with (1) severance pay for public school teachers; (2) student rights—substantive matters; (3) student rights—procedural matters; (4) the legal aspects of teacher aide use; (5) the legality of using public funds for religious schools; (6) the necessity of compulsory attendance laws; (7) the legal implications of vandalism; and (8) other equal protection issues. (Author/JF)

ED 065 924 EA 004 495
Berman, Louise M.

Accountability Which Transcends.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Board of Education, Columbus.

Pub Date 13 Apr 72

Note—14p.; Paper presented at Supervision of Instruction Symposium 3: Accountability and the Supervisor (April 13, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Responsibility, *Affective Objectives, *Behavioral Objectives, *Cognitive Objectives, *Curriculum Enrichment, *Educational Accountability, *Educational Needs, *Educational Objectives, *Open Education, *Teacher Responsibility

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Student Responsibility

This paper considers the narrow goals characteristic of most accountability programs, discusses methods for transcending these limited goals (linking goals to broad society values), and suggests steps that supervisors can take to implement accountability in an open system. The author argues that students, administrators, and teachers must be mutually accountable. The author sets forth such methodologies for linking goals to broad society values as (1) setting noncognitive goals; (2) establishing systems to monitor and evaluate the effectiveness of innovative, open curriculums; (3) evaluating achievement in more than basic skills; (4) providing for more diversity in curriculums; and (5) providing for contemplative as well as analytic thinking. (JF)

ED 065 925 EA 004 498
Handa, M. L.

Toward a Rational Educational Policy. An Econometric Analysis of Ontario, Canada, 1950-65 with Tests 1966-68 and Projections 1969-75.

Ontario Inst. for Studies in Education, Toronto.

Report No—Occas-Pap-10

Pub Date 72

Note—272p.

Available from—Publications Sales Office, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (Canada) (\$12.00)

Document Not Available from EDRS.

Descriptors—*Decision Making, *Economic Research, *Educational Finance, *Educational Policy, *Educational Research, *Enrollment Projections, *Estimated Costs, *Expenditures, *Higher Education, *Mathematical Models, *Public Schools, *Research Design, *Statistical Analysis, *Statistics, *Tables (Data)

This report describes some models the author developed to investigate the simultaneous interaction of decisionmakers in a province-wide educational system and to help formulate educational policy for achieving specified enrollments and expenditures. In chapter one, the author describes the models that examine the process of simultaneous interaction among behavioral economic relations and traces the effects of shifts in certain variables. Chapter two is given to a discussion of the model objectives—to estimate (1) the quantitative magnitudes of the aggregate demand for education and its impact on educational expenditure for 1970-75 and (2) the provincial government's financial support to schools. Also analyzed are some alternative policy options to meet expenditure requirements. Estimated results are analyzed in chapter three, chapter four deals with the period beyond the sample period (1950-65) on which the estimated equations are based, and chapter five reviews the main results of the study. (Author/JF)

ED 065 926 EA 004 499
Ellmann, Erwin B.

Is the Agency Shop Appropriate for Negotiated Settlements in Public Education?

Pub Date 71

Note—13p.; An abridged version appeared in Government Employee Relations Report, June 5, 1972, #455, B-4

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Negotiation, *Court Cases, *Industrial Relations, *Labor Legislation, *Teacher Associations

Identifiers—*Agency Shops, *Union Security

In this report, the author presents examples from the field of private labor relations that demonstrate the value of agency shops. He argues that agency shops contribute to union stability which stability leads to a more businesslike union-management relationship. The author examines State and Federal constitutions to determine the validity of agency shops and concludes that they are legally sound. (JF)

ED 065 927 EA 004 504
Bomb Threats and Bomb Search Techniques.

Department of the Treasury, Washington, D.C.

Report No—Pub-753-7-71

Pub Date 72

Note—14p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 4804-0486, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

30 Document Resumes

Descriptors—Building Design, *Crime, *Emergency Programs, *Guidelines, *Violence
Identifiers—*Bombs, Bomb Threats, Building Evacuation, Building Searches, Explosives, Terrorist Tactics

This pamphlet explains how to be prepared and plan for bomb threats and describes procedures to follow once a call has been received. The content covers (1) preparation for bomb threats, (2) evacuation procedures, (3) room search methods, (4) procedures to follow once a bomb has been located, and (5) typical problems that search teams will encounter while searching buildings. (JF)

ED 065 928 EA 004 505
Shapp, Milton J.

NETF: A Practical Solution to the School Problem.

Pub Date 14 Apr 72
Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Costs, *Educational Finance, Equal Education, Feasibility Studies, *Federal Aid, Financial Problems, Property Taxes, *School Taxes

Identifiers—*National Education Trust Fund, NETF

This report outlines the current problems of financing education and illustrates how the establishment of a National Education Trust Fund (NETF) by the Federal Government would enable the nation to overcome these problems. NETF, according to the author, would operate on a revolving, self-liquidating basis; and it would finance a major portion of the costs of education at all levels. Recipients would repay their education costs through an education tax that would vary according to the years of schooling received and their income level. The author presents projected costs, enrollments, and the NETF shares of total education expenditures. (JF)

ED 065 929 EA 004 506
Ray, H. W.

The Office of Economic Opportunity Experiment in Educational Performance Contracting: The Incentive Only Sites. Interim Report.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Office of Economic Opportunity, Washington, D.C.
Pub Date 7 Feb 72

Note—76p.

Available from—National Technical Information Service, 5258 Port Royal Road, Springfield, Virginia 22151 (PB-208-948, MF \$9.5, PC \$4.85)

Document Not Available from EDRS.

Descriptors—Achievement Gains, *Achievement Tests, Educational Experiments, Incentive Systems, Mathematics Education, *Performance Contracts, *Program Evaluation, Reading Skills, *Socioeconomic Status, Teacher Associations

Identifiers—Arizona, California, Mesa, Stockton
This report contains a description of the principal results and conclusions concerning the impact of educational performance contracting on student achievement in two school districts that subcontracted with its local educational association to test the use of incentives in regular classrooms. A related document is EA 004 441. (Author)

ED 065 930 24 EA 004 507
W. W. Charters, Jr.

In-State Migration of Oregon Superintendents: Base-Line Data. A CASEA Occasional Paper.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0217

Pub Date Mar 72

Contract—OEC-4-10-163

Note—14p.

Available from—Publications Department, Center for the Advanced Study of Educational Administration, University of Oregon, Eugene 97403 (\$7.5)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Educational Research, Employment Patterns, *Occupational Mobility, *Principals, *Relocation, School Districts, School Size, *Superintendents
Identifiers—Oregon

This paper comprises a compilation of information on the positional mobility and migration of superintendents and superintendent-principals within the Oregon public school system. The author reports on studies of 43 superintendents who left their positions in one year. He analyzes (1) the turnover rate and the school system size, (2) the mobility patterns, (3) the nature of the subsequent offices to which the superintendents moved, and (4) the migration between superintendencies by eight superintendents who moved to other district superintendencies. The author notes that the superintendency in a small district is readily interchangeable with the principalship of or a subordinate central office position in a larger school district. (JF)

ED 065 931 EA 004 508
Howard, Bill

Dropouts: Prevention and Rehabilitation. Schools Rescue Potential Failures. Education U.S.A. Special Report.

National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—59p.

Available from—National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock #411-12826, \$4.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, *Career Education, Continuation Education, *Dropout Prevention, *Dropout Programs, Dropout Rate, Dropout Rehabilitation, Dropout Research, Employment Experience, *Employment Opportunities, Student Motivation, *Vocational Development, Work Study Programs

Identifiers—Rapid Learning Centers, Teenage Mothers, Texarkana

In this report are described some current programs aimed at dropout prevention. The report focuses on programs that appear to be yielding results and that lend themselves to adaptation by other schools. The discussion comprises (1) new approaches to dropout prevention, (2) student motivation projects, (3) work-study projects, (4) schooling for teenage mothers, (5) continuation education, (6) dropout rehabilitation, (7) expanding adult education, and (8) Texarkana's Rapid Learning Centers. (JF)

ED 065 932 EA 004 510
Michel, George J.

Are School District Applications for Federal Aid Predictable?

Pub Date [71]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Educational Research, Elementary Schools, *Federal Aid, Federal Programs, Financial Needs, Financial Support, Personnel Needs, *Program Proposals, *Project Applications, School Districts, School Funds

Identifiers—*School District Characteristics

This report examines some school district characteristics as predictors of Federal aid applications. In the elementary school districts of one northern California county, the author tested hypotheses that applications for Federal aid were functions of (1) the school district awareness of Federal aid programs, (2) the rate of growth and financial needs of a school district, (3) the school district capability to write applications for Federal aid, and (4) the amount of internal conflict and personnel turnover in a district. (JF)

ED 065 933 EA 004 512
Sklar, S. L., Comp. And Others

An Educational Finance Planning Model for Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Jun 72

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Programs, Costs, Educational Change, *Educational Finance, *Educational Trends, Enrollment Projections, Expenditures, *Financial Needs, *Models, Simulators, Teacher Supply and Demand, *Trend Analysis
The model described in this report is a computer program capable of projecting population, enrollment, teacher supply (within six age classifications), and expenditures and revenues for 10 years for each intermediate unit, the State, and

four residence classifications: metropolitan-center city, metropolitan-other, suburban or small community, and rural. The model can be used to pretest the financial impact of various assumptions about future trends, such as the impact of nonpublic school closings and the resultant influx of students into the public schools. All output is in terms of intermediate unit, type of residence, and State total. Almost any kind of proposed change can be simulated provided the proposal is clearly stated and quantifiable. The model pretests the financial outcome of proposed changes on the assumption that the interaction of variables within the educational finance system will be unchanged 10 years hence. (Author/EA)

ED 065 934 EA 004 513
Lieberman, Rachel Radlo

Urban Educational Facilities Options: If It Can Be Done in New York City, It Can Be Done Anywhere.

New York City Board of Education, Brooklyn, N.Y.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Mar 72

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Building Innovation, Construction Costs, *Facility Case Studies, *Facility Expansion, Open Plan Schools, *Planning (Facilities), School Improvement, School Location, School Schedules, School Size, Site Analysis, Site Development, Small Schools, *Space Utilization, Systems Approach, *Urban Schools
Identifiers—Educational Alternatives, Found Space, Shared Facilities, Systems Building, Systems Construction

This publication explains how New York City has made a beginning in the adjustment of school procurement to meet conditions in a society where the most abundant resource is people. Faced with a burgeoning school population and dissatisfied with the existing and planned facilities, the city of New York formed a School Space Study committee in 1970 to develop innovative approaches to providing quality space at reasonable costs with quick delivery. The results of that study are reported herein. Alternative educational and facilities options recommended include (1) the planning of 400-600 student primary and intermediate schools on small, scattered sites; (2) the provision of education space in new apartment buildings for the use of local school districts; (3) the use of "found space" in nonschool building types that would require minimal conversion costs and that could be pressed into service for educational programs; (4) the distinction between old or obsolete schools and the renewal of the old schools physically and educationally; (5) the extended use of existing facilities through scheduling changes, night sessions, and year-round schools; the consolidation and recycling of underused elementary and intermediate schools for use as small high schools; and (6) the applications of systems building and building systems to the construction of new schools. The document provides the names and addresses of school personnel and planners associated with some currently operable innovative approaches. (Author/MLF)

ED 065 935 EA 004 514
Sasserath, Simpson

From Hotel to High School: Converting a Residential Hotel into a New Type of Senior High School. Report and Recommendations of the Concourse Plaza High School Planning Committee.

New York City Board of Education, Brooklyn, N.Y.; New York City School Space Study, N.Y.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Jan 72

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Building Conversion, Community Involvement, *Comprehensive High Schools, Conference Reports, Cost Effectiveness, Counseling, Educational Philosophy, Field Experience Programs, Flexible Scheduling, *Hotels, Learning Difficulties, *Planning (Facilities), *School Improvement, School Industry Relationship, Teacher Participation, Vocational Education

Identifiers—Found Spaces, Mini Schools

This document reports the result of a 5-day meeting held to recommend the structural building adaptations and the curriculum organization necessary to the renovation of Concourse Plaza Hotel into a high school. According to the planning committee, the hotel has many features adaptable to a school, which would permit a meaningful departure from the traditional structure. The investigation revealed that suites of rooms could be used for small group and individualized instruction in an informal setting, with television and lavatories in each suite; that stoves, refrigerators, and kitchens are conveniently distributed throughout the building for a possible decentralized eating arrangement; and that there are large clothing closets in all the apartments. The recommendations indicate that suites of offices, a switchboard with telephone connections throughout the building, adequate basement areas, and ample space in general would permit quick and economical renovation. The plan calls for a comprehensive high school that would provide for students on all ability levels and offer both academic and career education. Recommendations include mini-schools - 140 students and seven teachers - to function for half the school day, with students' choices from a schoolwide selection of courses occupying the remainder of the day; and flexible schedules consisting of 20-minute time modules in various combinations within five 10-week cycles. Plans also call for liaison to be established with business, industry, labor, and the community for a variety of cooperative and work-experience programs. (Author/MLF)

ED 065 936 EA 004 520

Hallenbeck, Roger F. And Others

Performance Criteria: Concrete, Volume 1. State Univ. Construction Fund, Albany, N.Y. Pub Date Jan 71

Note--85p.

Available from--State University Construction Fund, 194 Washington Avenue, Albany, New York 12210 (\$15.00)

Document Not Available from EDRS.

Descriptors--Architects, *Building Materials, *Cement Industry, Construction Industry, Construction Needs, Design Needs, Engineers, Guidelines, *Performance Criteria, *Prestressed Concrete, Standards

Identifiers--Aggregates, Cement, Contractors, Precast Concrete, Precast Wall Panels

The State University Construction Fund provides guidance and direction to professionals participating in its program by issuing performance criteria that set forth owner or user requirements. This document provides guidelines in the form of performance criteria, testing procedures, and instructions to achieve an acceptable level of performance in design, construction, and testing, for all concrete work on Fund projects. This 2-volume series constitutes a guide to the design of concrete, its use in construction - architectural and structural, cast-in-place, and precast - and its basic ingredients, cement and aggregates. In addition, the publication contains provisions that alert the architect to items requiring special attention or that indicate the necessity for some specific action to implement the sense of the criteria. (Author)

ED 065 937 EA 004 521

School Renewal. A Report Suggesting Ways That Any School System Might Approach a Total School Modernization Program.

McLeod, Ferrara, and Ensign, Washington, D.C. Spons Agency--Educational Facilities Labs., Inc., New York, N.Y.; West Hartford Board of Education, Conn.

Pub Date 72

Note--191p.

Available from--Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, N.Y. 10022 (Free)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--Building Plans, *Case Studies, *Cost Effectiveness, Early Childhood Education, Educational Objectives, *Facility Guidelines, *Facility Requirements, Feasibility Studies, Grade Organization, Individualized Instruction, Instructional Materials Centers, Open Plan Schools, Planning (Facilities), *School Improvement, Site Analysis, Special Education

Identifiers--Connecticut, Faculty Study Centers, West Hartford

This study attempts to suggest that, with sensitive planning, obsolete but sound old buildings can be recycled to accommodate new educational concepts. The report first suggests guidelines for a school district to consider in implementing a total modernization plan. Then, a case study of a feasibility plan for West Hartford, Connecticut, is presented. A portfolio of 18 suggested modernization plans for the schools in West Hartford concludes the presentation. (Photographs and charts may reproduce poorly.) (Author/EA)

ED 065 938 EA 004 525

Environmental Education/Facility Resources. A Report.

Department of The Interior, Washington, D.C. National Park Service.; Educational Facilities Labs., Inc., New York, N.Y.; National Education Association, Washington, D.C.

Pub Date Jul 72

Note--63p.

Available from--Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Community Resources, *Educational Resources, *Environmental Education, Environmental Research, Facility Case Studies, Facility Requirements, Natural Resources, Nature Centers, Outdoor Education, Planning (Facilities), *Program Descriptions, Regional Programs, Site Analysis

Identifiers--*Regional Centers

This publication suggests ways to use the treasure of places and things existing in the national parks, in schools, and in communities for effective programs in environmental education. The report begins with a discussion of the use of the school facility and site as a learning laboratory with pictures and text to illustrate how various schools put school sites to good use. Next, the report describes the use of community facilities for environmental education; examples of urban, suburban, and rural areas are provided. Regional centers are then discussed and both existing non-resident and resident centers and their programs are described. The document concludes with some suggestions for planning resident centers and some examples of partnership arrangements between school boards and various agencies to finance resident programs in environmental education. (Author/MLF)

ED 065 939 24 EA 004 526

Curtis, William H.

Educational Resources Management System. Final Report.

Association of School Business Officials, Chicago, Ill. Research Corp.

Spons Agency--National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No--BR-8-0290

Pub Date 71

Grant--OEG-0-8-080290-3315(010)

Note--362p.; A special report prepared by the ASBO research staff on a Planning-Programming-Budgeting-Evaluating System research project

Available from--Director of Research, 2424 West Lawrence Avenue, Chicago, Illinois 60625 (\$7.95, quantity discounts)

Document Not Available from EDRS.

Descriptors--Budgeting, Cost Effectiveness, Educational Research, *Educational Resources, Evaluation, Federal State Relationship, Management Development, *Management Systems, Planning, Programming, *Resource Allocations, State School District Relationship, *Systems Concepts, *Systems Development

This project resulted in the development of an Educational Resources Management System (ERMS). The primary purpose of the project was to develop a conceptual design for an integrated system of planning-programming-budgeting-evaluating (PPBES) appropriate for local school districts. In an ERM system, emphasis is on outcomes in terms of learners' progress rather than reliance on input measures as a means for evaluating the success of the system. The report includes a conceptual design and describes the activities that are essential to each of the processes of the planning-programming-budgeting-evaluating system. The role of analysis as a means of facilitating choices from among alternative programs is also described. Other supporting descriptions include staff development needs, the

relationship of State and Federal educational agencies to the system, and some possible implications for the future of an ERM System. Related documents are ED 049 550 and ED 061 595. (Author)

ED 065 940 EA 004 527

McGary, Carroll R.

Equalizing Educational Opportunity Through Funding.

Pub Date 31 Mar 72

Note--22p.; Speech given before Washington County Teachers Convention (March 31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Educational Finance, *Equal Education, *Equalization Aid, Equal Protection, Expenditure Per Student, Models, Property Taxes, *School Taxes, Speeches, *State Action, State Laws

Identifiers--Maine

This speech incorporates a major policy statement regarding school subsidies in Maine. The author discusses equality of educational opportunity; and he comments on the property tax, wealth-connected inequities, and class action suits. The speech focuses on a discussion of the Maine subsidy law and its effects; as well as the Maine property, sales, and personal and corporate income taxes. The author also outlines a subsidy model that could possibly meet the financial needs of Maine. (Author/JF)

ED 065 941 EA 004 528

Strahan, Richard Dobbs

Legal Briefs for School Administrators.

Houston Univ., Tex. Bureau of Educational Research and Services.

Pub Date 71

Note--120p.

Available from--Bureau of Education Research and Services, College of Education, University of Houston, Cullen Boulevard, Houston, Texas 77004 (\$6.58)

Document Not Available from EDRS.

Descriptors--Academic Records, Administrative Principles, *Administrator Responsibility, *Boards of Education, Collective Negotiation, Contracts, *Court Cases, Discipline, *Guidelines, Injuries, Legal Problems, *Legal Responsibility, School Accidents, School Law, Student Records

Identifiers--Tort Liability

The legal briefs in this volume provide insights into operational problems for a practicing administrator. Fifteen briefs provide some general policy statements that appear to be sound practice for the areas covered. In addition, each section propounds questions that are commonly asked by school people. The author has attempted to attack each problem area with sufficient legal theory to provide a sound educational foundation as well as practical solutions. The briefs cover the legal aspects of (1) student and school records, (2) student discipline, (3) student injury, (4) contracts and collective negotiations, (5) board control of finance and facilities, and (6) the exercise of school board authority. (Author/JF)

ED 065 942 EA 004 542

Guidelines for Students Rights and Responsibilities.

New York State Education Dept., Albany.

Pub Date [72]

Note--52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Administrator Responsibility, After School Activities, Confidentiality, Counseling, Discipline, Dress Codes, Freedom of Speech, Grievance Procedures, Police School Relationship, School Newspapers, Search and Seizure, Student Government, Student Organizations, *Student Participation, *Student Responsibility, *Student Rights, *Student School Relationship, *Teacher Responsibility

Identifiers--Married Students, Pregnant Students

The directives in this document provide guidance to students, parents, teachers, school administrators, school boards, and the general public for the formulation of local policies governing relations among the various groups and individuals who make up the school community. The content focuses on the personal responsibilities of these individuals and groups. The discussion is organized under (1) student involvement, (2) student government, (3) student inquiry and

expression, (4) student press, (5) extra curricular activities and clubs, (6) personal appearance, (7) counseling, (8) student record files, (9) discipline, (10) search by school personnel, (11) police in schools, and (12) grievance and appeals. Descriptive explanations of the New York State Student Advisory Committee and the New York State Task Force on Student Affairs are appended. (JF)

EC

ED 065 943 EC 042 656

Selected Convention Papers.

Council for Exceptional Children, Arlington, Va. Pub Date Apr 62

Note—232p.; Reprint from Proceedings of the 40th Annual CEC Convention, Columbus, Ohio, April 24-28, 1962

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Conference Reports, Counseling, Creative Thinking, Curriculum, *Exceptional Child Education, *Handicapped Children, Speech Improvement, Teacher Qualifications, Teacher Role

Sixty-four selected convention papers are presented from the 40th annual Council for Exceptional Children Convention in 1962. The papers range in length from two to seven pages. Selected topics include appraisal in the counseling of deaf clients, trends in curriculum development for the mentally retarded, emotional disturbance in deaf children, programmed learning of elementary reading, the role of lay groups in teacher recruitment, American Foundation for Overseas Blind, realistic goals for the mentally and physically handicapped, prediction and measurement of speech improvement in the mentally retarded, vocational counseling and placement of the deaf, some observations on desirable qualifications for teachers of the mentally superior, World Confederation of Organizations of the Teaching Profession, programs and procedures in home teaching, a review of perceptual processes of the mentally retarded, measurement and stimulation of originality in thinking, and theoretical and philosophical aspects of laboratory experiences in special education. (CB)

ED 065 944 EC 042 660

Preparing Teachers of Secondary Level Educable Mentally Retarded: A New Model. Project Report #2 (Final).

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Grant—OEG-0-70-4818(603)

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, Educational Needs, Educational Programs, *Exceptional Child Research, Mentally Handicapped, Models, *Program Development, *Secondary Education, *Teacher Education, Teacher Qualifications, Undergraduate Study

Reported was the special education project designed to develop a new model for training teachers of secondary level educable mentally retarded (EMR) children. Prior to model development, research conducted indicated that there was widespread dissatisfaction with current educational programs, since an inadequate balance between vocational and academic learning was found. Needs of EMR students and the competencies required of their teachers were determined. It was found that occupational information and preparation curriculum area were thought to need the most emphasis, followed by activities of daily living, psychosocial, and academic. Competencies rated necessary for the teacher were ability to provide for work adjustment, job seeking, job tryouts, job placement, vocational evaluation, personal care training, and social development. A secondary EMR curriculum was reported to have been developed that included areas such as work adjustment training, vocational evaluation, interpersonal relationship experiences, and manual skill development. An undergraduate teacher training program was then developed that focused on the student needs and teacher competencies. (CB)

ED 065 945 EC 042 661
Proceedings on Early Education of Handicapped Children.

United Cerebral Palsy Association, New York, N.Y.

Spons Agency—New York State Education Dept., Albany, Div. for Handicapped Children; Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date Feb 72

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Early Childhood Education, Educational Accountability, *Educational Programs, *Exceptional Child Education, *Handicapped Children, Models, Multiply Handicapped, Program Descriptions

The conference reports on early education of handicapped children include nine major papers on aspects of early childhood education. First explained is the objective of the Bureau of Education for the Handicapped during the 1970's, followed by a paper that emphasizes the need for help for the child who has suffered early developmental disruption. The discussion on curriculum and evaluation development as a process for learning focuses on helping the child achieve his potential and on preventing secondary deficits. Elements of teacher accountability in program development and curriculum development for early childhood education of multiply handicapped children are covered in three papers. The next two papers discuss the mission of providing an early education, the government role, and child advocacy to various extents. Then explained is a service approach toward the improvement of programs for individuals with neuro-motor and sensory handicaps in addition to mental retardation. The Nassau preschool program for multiply handicapped children is described to be highly motivating for the children. Financing of educational programs, with emphasis on the federal level, is the last discussion. The remainder of the report concerns educational models from zero to 5 years of age. (CB)

ED 065 946 EC 042 662

A Special Study Institute Program.

New York State Education Dept., Albany, Div. for Handicapped Children; Rockland County Board of Cooperative Educational Services, West Nyack, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date Dec 71

Note—24p.; Reprint of Proceedings of Special Study Institute, December 2-4, 1971, Nanuet, New York

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administration, Administrative Policy, Administrative Problems, *Administrative Role, *Exceptional Child Education, *Handicapped Children, *Institutes (Training Programs), Supervision

Described is an institute with the stated purpose of acquainting public school administrators with the role of the special education administrator and to present a general overview of special education programs and issues. The stated objectives of the institute held are introduction to general education administrators of the current issues in special education in New York State and nationwide and sensitization to everyday problems of special education administrators. The Special Education Administration Task Simulation Game, which was used at the institute as the major educational tool, is described to provide a standardized experience which a group of educators can experience in common and then compare various approaches to coping with daily problems typically confronting the administrator. An evaluation after the institute indicated that 75% of the participants rated the value of the workshop as most worthwhile, and simulation was found to be preferable to other training methods by the participants. (CB)

ED 065 947 EC 042 663

National Survey of State Identification Audiometry Programs and Special Educational Services for Hearing Impaired Children and Youth United States: 1972.

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 72

Note—64p.

Available from—Gallaudet College Book Store, Washington, D.C. 20002 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, Demography, Educational Programs, *Exceptional Child Education, *Hearing Loss, *Identification, *National Surveys, Program Descriptions, Screening Tests, Statistical Data

Reported were descriptive data concerning identification audiometry (hearing screening) and special educational programs for the hearing impaired. Data were provided in tabular format for each state in the country and the District of Columbia. Hearing screening program data included extent of coverage, grade or ages covered annually, year and number of children screened, initial and followup screening procedures, authority and administration for operation of the programs, and state summary of special educational services. Educational programs for the hearing impaired are discussed in terms of authority and administration of programs, eligibility criteria, program type, number of students enrolled, and location of school records. Data were collected during the period of August 1971 through February 1972. (CB)

ED 065 948 EC 042 664

Perspectives: A Progress Report on Child Care.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date [70]

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care Centers, Curriculum Development, Disadvantaged Youth, Early Childhood Education, Educational Facilities, *Exceptional Child Education, *Infancy, *Preschool Children, *Program Descriptions

Identifiers—Frank Porter Graham Center

Described is the child care program at the Frank Porter Graham Center. Discussion of physical facilities focuses on creating a good environment, floor plan of cottage trailer, and choosing appropriate equipment. Selection of staff is said to be the most important part of establishing a day care center. The day care center is explained to serve the entire community, regardless of ability to pay, with emphasis on parent education. The child development approach is described to involve the philosophical guidelines of Jean Piaget, the operant model of B. F. Skinner, and the Montessori method. Organizational features of day care are discussed in terms of forming peer or multiage groups, defining an operations staff, dividing staff responsibility, and establishing daily schedules. The general educational program is said to stimulate growth and development in self help skills, verbal ability, positive social adaptation, and realistic self confidence. Integration of structured educational experience into general day care program for infants and preschool children is examined, followed by description of the health care program. Appended are seven sample lesson plans. (CB)

ED 065 949 EC 042 665

Gesslein, Charles H.

Teacher-Parent Report Conferences for Moderately and Severely Mentally Retarded Children and Youth: A Guide for Teachers.

Jackson County Public Schools, Marianna, Fla. Spons Agency—Florida State Div. of Mental Retardation, Tallahassee.

Pub Date Jul 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptor—Academic Achievement, Achievement, Bibliographies, *Exceptional Child Education, *Guidelines, *Mentally Handicapped, Parent Education, Parents, *Parent Teacher Conferences, *Teacher Education

Numerous practical guidelines are presented informally to help the teacher of severely and moderately mentally retarded children and youth conduct successful parent teacher conferences. It is speculated that past public school experience with the use of parent teacher conferences has been unsuccessful for reasons such as lack of teacher knowledge on handling parents, and parental misunderstanding of teacher's comments. The basic purpose of the teacher parent report conference is explained to be reporting to parents

the child's progress in the special education and training program. The conference is thought to be more individualizing and meaningful for the parents than is the report card. In order to conduct conferences well, the teacher is said to need to understand the effects of having a severely retarded child and the impact of this upon parents and families. The conference process is discussed and diagrammed, with emphasis on teacher control. Adequate teacher preparation is shown to be conducive to conducting the conference smoothly, warmly, and effectively. A suggested conference time schedule is provided. Appended is a bibliography of approximately 220 suggested readings for parents and staff in mental retardation. (CB)

ED 065 950

EC 042 667

Johnston, William

A Study to Determine Teacher Attitude Toward Teaching Special Children with Regular Children.

Pub Date [72]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, *Handicapped Children, *Regular Class Placement, *Teacher Attitudes

The investigation to determine teacher attitudes toward regular class placement for handicapped children included an opinionnaire, eight personal contacts with teachers, and four observations. Results indicated that every teacher answering the opinionnaire agreed that class progress was not impeded by presence of the handicapped student. The overall finding was that teachers did not find having a special student in the class a problem. Many teachers expressed amazement at the achievement of the handicapped children. Availability of resource teachers was found to be helpful to regular teachers. (CB)

ED 065 951

EC 042 680

An Educational Program for Multi-Handicapped Children.

Los Angeles County Superintendent of Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date Apr 72

Note—363p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Administrative Organization, *Early Childhood, Educational Objectives, *Educational Programs, *Exceptional Child Education, Guidelines, Lesson Plans, Models, *Multiply Handicapped, *Program Descriptions

Described in depth is an educational program for multiply handicapped children aged 3 to 8 years as it is now operating and a model program which explains what a school district, county or other agency can do to develop and install a program for multiply handicapped children. Program description includes information on philosophy of program operation, statement of operational goals (which include professional decision making, staffing, specialists and consultants, and information exchange), diagnostic classroom, educational goals (which include socialization, daily living skills, motor development, perceptual abilities, and language development), profile scales, numerous practical guidelines for the teacher in a variety of learning experiences, program planning, use of media with handicapped children, materials and equipment, facilities, and organizational procedures. A majority of children in the program were diagnosed as products of a pregnancy complicated by maternal rubella. The program is thought to be generally successful. Description of program model consists of three sections on total educational program, personnel for implementing program, and contexts in which program is operated. (CB)

ED 065 952

EC 042 683

Analysis of Hearings Held by Regional Commissioners of Education on Education of the Gifted.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date May 71

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Development, *Educational Needs, Educational Opportunities, *Educational Programs, *Exceptional Child Education, Financial Support, *Gifted, Government Role, Legislation, State Surveys, Teacher Qualifications

Identifiers—*Department of Health Education and Welfare

Provided was an analysis of 10 Department of Health, Education, and Welfare (HEW) regional hearings held in 1970 on education of the gifted; three major sources of information explained to have been used in the analysis were the state survey form, oral testimony given at open hearings, and written testimony submitted for the record from the 10 regions. A total of 49 states returned the survey, and a total of 295 persons testified orally or in writing. Selected major findings and topics covered included need to increase stimulation of creativity and to provide for a flexible curriculum, need for early identification, need for better prepared teachers, mention of need for increased federal support of funds by 55% of all witnesses, state action, need for model programs, federal government role, regional differences of testimony, differences of testimony by type of testifier, state legislation in 21 states providing special resources or incentive to local school districts for gifted programs, major deterrent to educational programs identified as lack of sufficient funds, and minimal state use of existing federal legislation. Included is a bibliography of approximately 90 written documents submitted to the hearings. (CB)

ED 065 953

EC 042 691

McGreevy, Patrick Gregory, Richard

Management of Individual Behavior in the Classroom.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Oct 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Behavior Problems, *Class Management, Discipline Problems, *Exceptional Child Education, Guidelines, *Handicapped Children, Operant Conditioning, Reinforcement, Teacher Education

The short manual designed for teachers of the handicapped focuses on management of individual behavior in the classroom and briefly explains principles of behavior change. Five basic steps in management are explained to be specification of problem behavior, counting the occurrence of the problem behavior, changing the problem behavior by formulating a plan, re-planning if necessary, and maintaining the appropriate behavior. Provision of appropriate consequences, reward or punishment, is then discussed. Reward and punishment are defined, and clarifying guidelines and comments are made concerning them. Common problems of implementation are then anticipated, followed by suggested solutions. A typical situation of classroom misbehavior is described in short, dramatic form to demonstrate the behavior principles. Mention is then made of a video tape presentation that illustrates the basic steps of the management process as the teacher would use them. A copy of the video tape is said to be available through the Iowa Regional Educational Media Centers. (CB)

ED 065 954

EC 042 697

A Demonstration Class for Educationally Handicapped Children.

Northeast Indiana Regional Instructional Resource Center for Handicapped Children and Youth, Ft. Wayne.

Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis; Saint Francis Coll., Fort Wayne, Ind.

Pub Date 2 Aug 72

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academically Handicapped, *Demonstration Projects, Educational Objectives, *Educational Programs, *Exceptional Child Education, Guidelines, *Program Descriptions, Statistical Data, Teacher Education

Described is a demonstration class for educationally handicapped children said to have two major goals of demonstrating teaching techniques and strategies and of serving those children not receiving appropriate service in regular class-

rooms. Brief comments are made concerning the first goal, followed by practical suggestions for effective teaching techniques. Secondary objectives are noted as experimentation with various approaches for teaching, development of supportive research, dissemination of information concerning program, and demonstration to schools of techniques for management. Teacher objectives and correlate behaviors are outlined; included are demonstration of consistent teacher behavior, approximation of a regular school day routine, minimization of teacher verbalizations, fostering behaviors necessary for independence and dependence, provision of consistent appropriate positive and aversive reinforcers, demonstration of model behavior for child to pattern, fostering appropriate child peer relationship, and charting of behaviors. Objectives, evaluations, and progress of six enrolled children are provided, followed by numerous charts of the children with data collected by teachers and supervisor. (CB)

ED 065 955

EC 042 793

Cortazzo, Arnold

Activity Centers for Retarded Adults.

President's Committee on Mental Retardation, Washington, D.C.

Report No.—DHEW-OS-72-43

Pub Date Jun 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Programs, Community Services, *Exceptional Child Education, Handicapped, Identification, *Mentally Handicapped, *National Surveys, Program Descriptions, Rehabilitation, *Young Adults

Reported were the results of a national study designed to identify and locate activity programs for retarded adults in the United States, to study comprehensively identified programs, to examine national, regional, state, and area standards, and to complete a monograph on activity programs. Findings of a 1964 report were compared with findings in the current report. Activity programs were defined as organized rehabilitation services providing training in daily living activities to severely retarded individuals beyond school age. Development of activity programs was covered briefly. Findings reported included stated broad purposes of activity programs, referrals, admission criteria, evaluation procedures, reasons for rejection, activity center population, reasons for discharge, waiting lists, program schedules, program activities, criteria for grouping, ratio of instructors to the retarded, planning program activities, evaluation of the retarded, counseling, transportation, cost of transportation, personnel, academic preparation of personnel, facilities, sponsoring or governing boards, volunteers, average cost to maintain an individual in an activity center, support of programs, and standards for activity programs. Minnesota was found to have the most activity programs. (CB)

ED 065 956

EC 042 796

Doyle, William C.

Functions of Special Education Counselors.

Pub Date [71]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counselor Role, *Counselors, *Exceptional Child Research, *Handicapped Children, School Services, *Special Education Teachers

Surveyed were functions of special education counselors in Texas as viewed by special education counselors, directors of special education, school principals, and special education teachers. Questionnaires were sent to 215 educators, with 85% of the subjects from 25 school districts participating in the study. Participating were 52 special education counselors, 24 directors of special education, 61 principals, and 46 special education teachers. Medians and chi squares were used to evaluate the ratings (from 0, as undesirable, to 5, as essential) of 88 questionnaire items. Results showed that a majority of the counselor functions were rated 4, as desirable. Also, 143 differences were reported to have been found in the 679 chi squares. Low ratings were found to have been assigned to sponsoring student organizations, conducting play therapy, planning field trips, keeping attendance records, sponsoring clubs, and counseling teachers. (CB)

ED 065 957

EC 042 825

Behavior Modification: A Selective Bibliography.

Council for Exceptional Children, Arlington, Va.
Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 72
Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Behavior Change,
*Bibliographies, *Exceptional Child Education,
*Handicapped Children

The selected bibliography on behavior modification contains approximately 80 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1964 to 1971. (CB)

ED 065 958 EC 042 826

Gifted and Creativity Programs; A Selective Bibliography.

Council for Exceptional Children, Arlington, Va.
Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 72
Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Bibliographies,
*Creativity, *Educational Programs, *Exceptional Child Education, *Gifted

The selected bibliography of gifted and creativity programs contains approximately 80 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1955 to 1971. (CB)

ED 065 959 EC 042 827

Curriculum Guides; A Selective Bibliography.

Council for Exceptional Children, Arlington, Va.
Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 72
Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Bibliographies, *Curriculum Guides, *Exceptional Child Education,
*Gifted, *Handicapped Children

The selected bibliography of curriculum guides for handicapped and gifted children contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to

purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1971. (CB)

ED 065 960 EC 042 828

Physical Education and Recreation; A Selective Bibliography.

Council for Exceptional Children, Arlington, Va.
Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 72
Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Bibliographies, *Exceptional Child Education, *Handicapped Children,
*Physical Education, *Recreation

The selected bibliography of physical education and recreation for handicapped children contains approximately 70 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1971. (CB)

ED 065 961 EC 042 829

Learning Disabilities -- Programs; A Selective Bibliography.

Council for Exceptional Children, Arlington, Va.
Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 72
Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Bibliographies, *Educational Programs, *Exceptional Child Education,
*Learning Disabilities

The selected bibliography of educational programs for learning disabled children contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1960 to 1971. (CB)

ED 065 962 EC 042 830

Learning Disabilities -- Research; A Selective Bibliography.

Council for Exceptional Children, Arlington, Va.
Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 72
Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Bibliographies, *Exceptional Child Research, *Learning Disabilities

The selected bibliography of research on learning disabilities contains approximately 80 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1943 to 1971. (CB)

ED 065 963 EC 042 831

Emotionally Disturbed -- Programs; A Selective Bibliography.

Council for Exceptional Children, Arlington, Va.
Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 72
Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Bibliographies, *Educational Programs, *Emotionally Disturbed,
*Exceptional Child Education

The selected bibliography of educational programs for the emotionally disturbed contains approximately 80 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1955 to 1971. (CB)

ED 065 964 EC 042 832

Emotionally Disturbed -- Research; A Selective Bibliography.

Council for Exceptional Children, Arlington, Va.
Information Center on Exceptional Children.
Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub Date Jul 72
Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Bibliographies, *Emotionally Disturbed, *Exceptional Child Research, Guidelines

The selected bibliography of research on the emotionally disturbed contains approximately 90 abstracts with indexing information which are explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are chosen using the stated criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information in the bibliography explains how to read the abstract (a sample abstract is included with different parts identified), how to use the author and subject indexes, and how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are included). Other introductory information included are an order blank for Exceptional Child Education Abstracts, a list of

indexing terms searched to compile the bibliography, and a list of journals from which articles have been selected for the bibliography. Publication dates of documents abstracted range from 1966 to 1971. (CB)

ED 065 965 **EC 042 833**
Educable Mentally Handicapped - Programs; A Selective Bibliography.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jul 72

Note—27p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Bibliographies, *Educable Mentally Handicapped, *Educational Programs, *Exceptional Child Education, Mentally Handicapped

The selected bibliography on educational programs for the educable mentally handicapped contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract, how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1962 to 1971. (CB)

ED 065 966 **EC 042 834**
Educable Mentally Handicapped - Research; A Selective Bibliography.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jul 72

Note—31p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Bibliographies, *Educable Mentally Handicapped, *Exceptional Child Research, *Mentally Handicapped

The selected bibliography of research on the educable mentally handicapped contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the title and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1958 to 1971. (CB)

ED 065 967 **EC 042 835**
Regular Class Placement/Special Classes; A Selective Bibliography.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jul 72

Note—24p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Bibliographies, *Exceptional Child Education, Gifted, *Handicapped Children, *Regular Class Placement, *Special Classes

The selected bibliography on regular class placement and special classes for handicapped

and gifted children contains approximately 70 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1957 to 1971. (CB)

ED 065 968 **EC 042 836**
Aurally Handicapped - Programs; A Selective Bibliography.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jul 72

Note—32p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Aurally Handicapped, *Bibliographies, *Educational Programs, *Exceptional Child Education

The selected bibliography on educational programs for the aurally handicapped contains approximately 90 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1960 to 1971. (CB)

ED 065 969 **EC 042 846**
Masterson, Russell W. Melanphy, Robert F. A Handbook for a Small Halfway House for the Male Adolescent-Adult Retardate.

Pub Date [72]
Note—28p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Community Programs, *Exceptional Child Education, Guidelines, Handicapped, Institutionalized (Persons), *Males, *Mentally Handicapped, *Program Development, Program Planning, Rehabilitation, *Residential Programs

Presented are guidelines on planning and establishing a small, residential halfway house for the male adolescent/adult retardate in which mental health and use of the halfway house to replace institutionalization of selected retardates are emphasized. The halfway house is explained to be planned on premises of community participation and program needs to provide a sheltered social environment in which new roles and behaviors could be tried and developed. Length of residence is thought to be typically limited to 6 months to a year. The halfway house's overall objective is said to be that of assisting the client's transition from institution to community life. Topics discussed in planning and establishment of a halfway house include historical perspective, preliminary thinking and planning, funding and legal aspects, an initial working plan, three phases leading to separation from the halfway house and merger with community life, location and establishment of a halfway house, staffing, selection of residents, public relations and public education, actual prevocational training accom-

plished, social and personal training in community living, vocational rehabilitation program design, evaluation and research, and statistical design and conditions. (CB)

ED 065 970 **EC 042 852**
A Bibliography of Reading for Deaf Children.

Spons Agency—Media Services and Captioned Films Branch, DES.

Pub Date 72

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, *Aurally Handicapped, Elementary Education, *Exceptional Child Education, Kindergarten, *Reading, *Reading Materials, Secondary Education

The annotated bibliography of reading materials for deaf children contains approximately 630 entries said to have been selected on the basis of the following criteria: selections are supplemental rather than basic; grade span is kindergarten through twelfth grade, although emphasis is on kindergarten through sixth grade with selections designated as primary, intermediate, or advanced, based on evaluator's knowledge of reading abilities of deaf children; and prices indicated are taken from the 1970 and 1971 Books in Print and are subject to change. Entry information includes author, title, illustrator if other than author, price, annotation, suggested Dewey classification numbers and/or marked easy or fiction, and approximate grade level. Publication dates on entries range generally from 1961 to 1971. (CB)

ED 065 971 **EC 042 853**

Cleland, Charles C. Swartz, Jon D.

Administrative Issues in Institutions for the Mentally Retarded.

Spons Agency—Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date 72

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Policy, *Administrative Problems, Administrator Role, Equipment, *Exceptional Child Services, *Guidelines, *Institutional Administration, Manpower Needs, *Mentally Handicapped

Designed primarily for administrators of both public and private institutions for the mentally retarded, the volume offers guidelines for coping with three areas of modification of institutional image, daily operational problems concerning manpower and equipment, and future demands upon institutions. Brief exercises following some of the readings are explained to be included for administrators and training directors actively engaged in inservice training of institutional personnel; the authors have found the exercises valuable in stimulating student discussion. Selected topics discussed in relation to image modification and parent relations include the gripe bank as an index of morale and as organizational therapy, making furlough return a joyous occasion, program improvements through marketing approaches, and image reinforcement by use of commemorative stamps. Then discussed are present day employee-administrative concerns such as functional advertising for institutions, programming institutional inventiveness among employees, uniforms as reinforcement, and strengthening houseparent retardate relations. Future demands are then mentioned such as relocation considerations, transportation and work, record keeping for the future, and the 4-day work week. (CB)

ED 065 972 **EC 042 854**

Marland, S. P., Jr.

Education of the Handicapped: Closer to Equality. Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.

Pub Date 72

Note—18p.; Paper presented before the 50th Anniversary Convention of the Council for Exceptional Children, Sheraton Park Hotel, Washington, D.C., March 24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, *Educational Opportunities, *Exceptional Child Education, Federal Government, Government Role, *Handicapped Children

Identifiers—*Department of Health Education and Welfare

Sidney P. Marland, Jr., U.S. Commissioner of Education, Department of Health, Education, and Welfare, reports on progress made toward the national objective of full educational opportunity for handicapped children by the year 1980. It is explained that during 1971 the Office of Education has attempted to strengthen state, local, and federal partnership. Four national targets for fiscal year 1972 discussed are: 100,000 handicapped children in preschool programs, 250,000 children added to the special education roles, 250,000 children and young adults receiving vocational education in order that they can complete school with marketable skills, self-sufficiency, and increased self-regard, and 17,000 teachers and professional personnel receiving full or part time training needed in reaching the three previous goals. It is clarified that federal money alone cannot meet the objectives, but that federal money is meant to act as a catalyst for state and local programs. It is thought that the judicial, legislative, and executive branches of government are cooperating in improving educational opportunities for handicapped children. (CB)

ED 065 973 EC 042 867

Lindqvist, B., Ed. Trowald, N., Ed.
European Conference on Educational Research for the Visually Handicapped.

Uppsala Univ. (Sweden). Inst. of Education.
Spons Agency—National Swedish Board of Education, Stockholm.; Swedish Association of the Blind, Stockholm.

Pub Date 72

Note—95p.; Report of International Conference on Educational Research for the Visually Handicapped, Stockholm, October, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Braille, *Conference Reports, *Exceptional Child Education, *International Programs, *Learning Difficulties, Learning Processes, Map Skills, Reading, Research Projects, Talking Books, *Visually Handicapped

Proceedings of a 3-day working conference in Stockholm on educational research for the visually handicapped are presented, with five reports on research activities conducted by participating groups and five introductory papers. Research projects reviewed include information on research activities at the Research Centre for the Education of the Visually Handicapped at England's University of Birmingham, information on educational research on visual impairment in the German Democratic Republic, information on optimization by technical means of the conditions of learning for the blind and partially sighted in the German Federal Republic, information on the principal trends of scientific research in the field of investigation, information on teaching and education of visually handicapped children in the Soviet Union, and information on education research on learning problems for the visually handicapped in Sweden. Five introductory papers presented are titled conservation of substance in the blind and partially sighted, factors underlying the ability to learn braille in former readers of ink-print, methods for conveying graphical information to the visually handicapped, symbols for tactile maps, and methods of using talking books. (CB)

ED 065 974 EC 042 876

Haycraft, Howard
Books for the Blind and Physically Handicapped. Fourth Edition.

Library of Congress, Washington, D. C. Div. for the Blind and Physically Handicapped.

Pub Date 62

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Services, Large Type Materials, *Library Services, *Physically Handicapped, *Talking Books, *Visually Handicapped

Identifiers—Library of Congress

The article discusses library services available for the blind and the physically handicapped at the Division for the Blind and Physically Handicapped of the Library of Congress and at regional libraries. Topics covered include conditions and eligibility for service, with talking book service provided for individuals who cannot read or use ordinary printed books and magazines because of physical limitations; extent and aspects of service, with an estimated 255,000 persons using the program in one form or another; selection of titles for talking books and braille,

keeping in mind the financial reality that the average talking book costs \$3,300; challenge and opportunity for the future programs; the human factor, which is demonstrated by letter selections of handicapped applicants; the large print revolution, said to be an adjunct to the national program; and other related developments such as the International Business Machines Corporation computer that is capable of translating straight text in English into braille at a potential rate of 55,000 words an hour; and notations of various sources useful to the visually and physically handicapped. (CB)

ED 065 975 EC 042 888

Mental Retardation and Other Developmental Disabilities, 1969.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.—S-2846

Pub Date Nov 69

Note—469p.; Hearings before the Subcommittee on Health of the Committee on Labor and Public Welfare United States Senate Ninety-First Congress

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Ancillary Services, *Exceptional Child Services, *Facilities, Federal Aid, Federal Government, *Federal Legislation, Government Role, *Mentally Handicapped, *National Programs

Congressional hearings on mental retardation and other developmental disabilities are presented for the stated purposes of assisting the states in developing a plan for the provision of comprehensive services to persons affected by mental retardation and other developmental disabilities originating in childhood, assisting the states in the provision of such services in accordance with such plan, assisting in the construction of facilities to provide the services needed to carry out such plan, and other purposes not enumerated. Included is a copy of S. 2846, the Developmental Disabilities Services and Facilities Construction Act of 1969. Mental retardation activities of the U. S. Department of Health, Education, and Welfare are summarized. Testimony of approximately 20 individuals for or against the legislation, focusing frequently on the financing of the federal program, constitutes the majority of the document. Reports of the President's Committee on Mental Retardation for 1968 and 1969 are then included. Construction program of mental retardation research centers, university affiliated facilities, and community facilities throughout the country is provided. Concluding are copies of selected laws relating to mental retardation. (CB)

ED 065 976 EC 042 889

Handicapped Workers Legislation, 1970.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.—S-2461; S-3425

Pub Date Jun 70

Note—154p.; Hearings before the Special Subcommittee on Handicapped Workers of the Committee on Labor and Public Welfare United States Senate Ninety-First Congress

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Employment, Employment Opportunities, *Exceptional Child Services, Federal Government, *Federal Legislation, Government Role, *Physically Handicapped, *Visually Handicapped

Identifiers—*Randolph Sheppard Act, Wagner O'Day Act

Presented is Congressional testimony on S. 2461, To amend the Randolph-Sheppard Act for the blind so as to make certain improvements therein, and for other purposes, and on S. 3425, To amend the Wagner-O'Day Act to extend the provisions thereof to severely handicapped individuals who are not blind, and for other purposes. Testimony for approximately 30 witnesses for or against the amendments is included, with copies of both amendments provided at the beginning of the testimony. Topics covered in the various testimonies focus on areas such as vending machine proceeds, legal status of employed groups sharing in vending machine revenues,

retirement and other fringe benefits, limited job opportunities, needed safety standards, vending machine bidding, post office jurisdiction, increase in employment, technological changes, diversification of blind-made products, welfare cost savings, pressure to limit stands, government orders cyclical, average hourly wages, vocational preparation, soliciting contracts, authority of committee, and rehabilitating veterans. (CB)

ED 065 977

EC 042 890

Asp, Carl W.

The Effectiveness of Low-Frequency Amplification and Filtered-Speech Testing for Preschool Deaf Children.

Tennessee Univ., Knoxville.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 72

Grant—OEG-0-9-522113-3339(032)

Note—306p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Auditory Perception, Auditory Tests, *Auditory Training, Aurally Handicapped, *Deaf, *Exceptional Child Research, *Preschool Children, *Speech Tests, Statistical Data

In order to study effectiveness of low-frequency amplification and filtered-speech testing for preschool deaf children, an experimental design permitting the teacher to speak simultaneously through two different amplifying systems, a low-frequency auditory training unit (Suvag I) and a conventional auditory training unit (Warren T-2), was used with 30 children. All teachers utilized the Verbo-tonal Method for habituating the children, who were assigned to one of the two amplifying systems. Speech samples were tape-recorded at 4-month intervals, judged, and analyzed statistically. Significant improvement over testing times for both groups was found, although the Suvag group demonstrated a greater rate of improvement than the Warren group. The condition of visual and auditory clues with amplification was reported to be the best experimental condition for most children. Significant differences between the groups in terms of vocalization was found, with the Suvag group vocalizing more times per minute than the Warren group. Significant correlation was also reported between rating value and hearing level. Electrical and acoustic responses of the Suvag I unit indicated that the unit passed more low-frequency energy than the Warren unit. Reporting of related research concluded the interim report. (Author/CB)

ED 065 978

EC 042 898

Gold, Edwin M., Ed.

Proceedings of the National Conference for the Prevention of Mental Retardation through Improved Maternity Care.

New York Medical Coll., N.Y.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 68

Note—233p.; Reprint from proceedings of the National Conference, March 27-29, 1968, Washington, D. C.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Conference Reports, *Exceptional Child Services, *Mentally Handicapped, Pregnancy, *Premature Infants, *Prenatal Influences, *Socioeconomic Influences

The conference proceedings on the prevention of mental retardation through improved maternity care consist of six major papers which are followed by panel discussions with two to five participants. Epidemiology of prematurity, topic of the first paper, is discussed in terms of cigarette smoking, asymptomatic bacteriuria, maternal heart volume, employment during pregnancy, maternal height and weight, birth interval, prenatal care, outcome of previous pregnancies, and definition of prematurity. The second paper focuses on prevention of obstetric antecedents, with mention of responsible parenthood, study of previous reproductive events and congenital anomalies, relationship of social status to perinatal mortality and prematurity, maternal nutrition, psychosomatic factors associated with pregnancy, maternal height and weight, maternal infections, and maternal diseases. The third paper on prevention of premature labor considers prophylaxis, early recognition of high risk patient, and inhibition of premature labor. The relative lack of medical help in encouraging the pregnant

woman to enjoy both pregnancy and motherhood is the subject of the fourth paper on the low birth weight infant. The conference concludes with two short papers on specific needs to improve maternity care and a review of resources, respectively. (CB)

ED 065 979 **EC 042 899**

Proceedings of the Forty-Second Meeting; Conference of Executives of American Schools for the Deaf.

Conference of Executives of American Schools for the Deaf.

Pub Date 70
Note—211p.; Reprint of Proceedings of the 42nd Meeting of Conference of Executives of American Schools for the Deaf, St. Augustine, Florida, April 5-10, 1970

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Administrator Role, *Aurally Handicapped, Conference Reports, *Educational Opportunities, *Exceptional Child Education, *Multiply Handicapped, Public Schools, Undergraduate Study, Vocational Education

Proceedings of the conference of executives of American schools for the deaf consist of 27 papers and reports of 14 standing committees. Selected topics discussed include planning a new era at Gallaudet College, St. Paul Technical Vocational Institute's Technical Vocational Program for deaf students, current status of National Technical Institute for the Deaf, annual survey of hearing impaired children and youth, meeting the problems of multiply handicapped children in the New York City public schools, modification of speech behavior in the speech of the deaf, implications for schools of research on vocational development, education of the child with special learning disabilities, Seattle Community College system, some basic principles of the Rochester method, academic, vocational, and technical education for the deaf at Delgado College, evaluation of preschool programs, education of the deaf in Florida, Educational Media Distribution Center, and National Advisory Committee on Education of the Deaf. Selected standing committees reporting were accreditation of schools, statistics, public relations, and Council of Organizations Serving the Deaf. (CB)

ED 065 980 **EC 042 907**

Statistical Report of Division of Services to Crippled Children.

Michigan State Dept. of Public Health, Detroit. Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Maternal and Child Health Services.

Pub Date [71]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, *Handicapped Children, Hospitals, Medical Research, *Medical Treatment, Services, *Statistical Data

Identifiers—*Michigan

Reported were statistics on treatment and follow-up services to be arranged from public and private sources for crippled children for fiscal years 1969-1970 and 1970-1971 in the state of Michigan. The state is said to have 50,535 known cases of crippled children. Eleven tables provided data on the number of crippled children in Michigan by county; crippled children provided diagnostic examinations and recommendations for treatment at Division of Services to Crippled Children field clinics; state register of crippled children by age groups; primary crippling conditions found in children on state register of crippled children; expenditures by diagnostic groups and conditions for medical care and treatment; total expenditures by hospital of number of cases and days of care for all medical care and treatment; in-patient expenditures by hospitals for hospital services, braces and appliances, and professional services; expenditures for out-patient services; expenditures for orthopedic appliances, prosthetic devices, and braces; and comparative analysis of 20 years of hospital service, respectively. (CB)

ED 065 981 **EC 042 908**

Sodhi, S. S.

Specialness of Special Education.

Pub Date May 72

Note—16p.; Paper presented at the Canadian Association of Professors of Education, McGill University, Montreal, May 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Educational Diagnosis, *Exceptional Child Education, *Handicapped Children, Moral Values, *Special Classes

The brief critical examination focuses on existing special education practices in schools in which diagnosis is said to have become a suspicion confirming exercise. Labeling-categorization of children with either mild or severe degrees of exceptionality is singled out as a harmful practice. Ethical and legal issues then considered are the variance in meaning of categories of exceptionality, the ethics of classifying human beings, and recent law suits challenging the validity of placing certain children in special classes for the educable mentally retarded. Other topics briefly covered include psycho-social orientation to special education, mental retardation as an artifact of educational process, handicapped persons as surplus population, and teachers' training programs and exceptionality. The paper concludes by advocating that the practice of special classification and educational placement be removed from the current educational scene. (CB)

EM

ED 065 982 **EM 009 677**

Waniewicz, Ignacy

Broadcasting for Adult Education; a Guidebook to World-Wide Experience.

Pub Date 72

Note—132p.

Available from—UNIPUB, Inc., P.O. Box 433, Murray Hill Station, New York N.Y. 10016

Document Not Available from EDRS.

Descriptors—Adult Education, Audiovisual Communication, Educational Economics, Educational Programs, *Educational Radio, *Educational Television, Feedback, Instructional Design, *Instructional Media, Instructional Technology

Mass media can be used to help meet needs for adult education. Many projects have proved the effectiveness of radio listening and television viewing groups. New technology such as low-cost radio and TV, communication satellites, and videotape recording equipment will lead to new techniques. But the technology itself is only a beginning. The quality of the message, and the guidance and support given the listener are as important. Program goals and content should be defined with maximum cooperation of the listeners. And programs should be pretested with pilot projects, and continually reevaluated by audience feedback. Adequate provisions should be made for training production personnel, teachers and field workers, forming effective reception groups, and providing supplementary materials. Costs vary and should be defined in terms of costs per viewer or listener and educational effectiveness of programs. (MG)

ED 065 983 **EM 009 740**

Gordon, Theodore J. And Others

A Firecast of the Interaction Between Business and Society in the Next Five Years.

Institute for the Future, Middletown, Conn.

Report No—R-21

Pub Date Apr 71

Note—105p.

Available from—Institute for the Future, River-view Center, Middletown, Connecticut 06457 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Business, Business Administration, *Business Responsibility, Social Change, Sociocultural Patterns

Projections about the interaction between business and society from 1971-75, made by a panel of 23 businessmen and students, are reported. Respondents each answered two questionnaires; the second questionnaire was based on results from the first, to make projections more precise. Respondents predicted that militant acts directed against business will continue, that campaigns publicizing business contributions to social issues will not reduce criticism of business, and that profitable operations of most businesses will continue. The report said student panelists were more skeptical than businessmen that a number of radical social goals would be achieved by 1975. Panelists suggestions for promising future actions for businesses included: (1) employee insurance to guarantee income and retraining after

layoff; (2) employee rewards for participating in community affairs; (3) a social audit corporation for companies wanting a review of their social programs. (MG)

ED 065 984 **EM 009 759**

de Brigard, Raul Helmer, Olaf

Some Potential Societal Developments; 1970-2000.

Institute for the Future, Middletown, Conn.

Report No—IFF-R-7

Pub Date Apr 70

Note—134p.

Available from—Institute for the Future, River-view Center, Middletown, Connecticut 06457 (\$5.00)

Document Not Available from EDRS.

Descriptors—Social Change, Social Values, *Sociocultural Patterns

Projections about social trends in the U. S., from 1970-2000, made by a panel of 34 experts, are reported in this study. Each respondent was required to respond to a set of questions three times; after the first two times, each respondent was given a summary of answers given by his panel. The resulting consensus was used to make the predictions in the report. Predictions called for continuation of the shift of political power densely populated areas, and expansion of such labor-intensive activities as health, education and housing. The report said the traditional family structure will not change substantially in the next two decades, and added that panelists were sceptical about a major shift of resources away from military and space programs to meet urban needs. Some agreement was reached that the share of total income earned by the poorest quartile of the population will rise, concerted efforts to equalize voter participation will level off, and federal government employment will rise substantially. (MG)

ED 065 985 **EM 009 788**

Helmer, Olaf

Multipurpose Planning Games.

Institute for the Future, Menlo Park, Calif.

Report No—WP-27

Pub Date Dec 71

Note—28p.

Available from—Institute for the Future, River-view Center, Middletown, Connecticut 06457 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Educational Games, *Games, *Planning, Probability, *Simulation, Statewide Planning

The design of a series of planning games is outlined. The purpose of the games is to convey an appreciation of the variety of possible futures and to indicate both how the occurrence of some events may affect the probability of occurrence of others and how much of a role chance may play, as opposed to deliberate intervention by the players, in affecting the future course of events. The structure of the games permits their application to the simulation of planning in many fields. The games are for zero persons (that is, no player interventions are possible), for one or two players. The basis for all the games is forecasts, which are usually obtained from intuitive estimates by experts. Essential preliminary steps involved in constructing a game of one of the types discussed here are outlined. (JK)

ED 065 986 **EM 009 855**

Audio Visual Aids. Part 1; Religious Education, English, Modern Languages.

Educational Foundation for Visual Aids, London (England).

Spons Agency—National Committee for Audio-Visual Aids in Education, London (England).

Pub Date Jul 71

Note—316p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Catalogs, English Instruction, English Literature, Film Libraries, Instructional Aids, Language Instruction, Modern Languages, Religious Education
Some 2,500 audiovisual aids about religion, English and modern languages are described in this 300-page catalog. Materials include films, filmstrips, slides, overhead projector transparencies, wallcharts, prints, records, tape recordings, and teaching kits. Materials are prepared for group presentations and for individual study. Most of

the items are available for sale, and many can be either bought or rented from the Educational Foundation for Visual Aids, London, England. The catalog is part one of an eight part series listing audiovisual aids for a wide range of educational topics. (MG)

ED 065 987 EM 009 856

Audio Visual Aids. Part 2: History, Social History, Social Studies.

Educational Foundation for Visual Aids, London (England).

Spons Agency—National Committee for Audio-Visual Aids in Education, London (England).

Pub Date Jun 71

Note—271p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Catalogs, Educational Resources, *History, *Social Studies, *Visual Aids

Identifiers—Social History

Audiovisual teaching aids for history, social history, and social studies, that may be bought or rented from suppliers in Britain, are listed in this 270-page catalog. Audiovisual materials include film, filmstrips, slides, overhead projector transparencies, wallcharts, prints, records, tapes and teaching kits. Each catalog entry describes the materials, their educational level, where they are available and at what cost. The catalog is part two of an eight part series. (MG)

ED 065 988 EM 009 857

Audio Visual Aids. Part 3: Economics, General, Physical and Economic Geography.

Educational Foundation for Visual Aids, London (England).

Spons Agency—National Committee for Audio-Visual Aids in Education, London (England).

Pub Date Oct 71

Note—180p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Audiovisual Programs, *Catalogs, Economic Education, *Economics, Educational Resources, Geography, *Geography Instruction, *Visual Aids

Audiovisual teaching aids for economics and for general physical and economic geography, that may be bought or rented from suppliers in Britain, are listed in this 180-page catalog. Audiovisual materials available include films, filmstrips, slides, overhead projector transparencies, wallcharts, prints, records, tapes and teaching kits. Each catalog entry describes the materials, their educational level, where they are available and at what cost. The catalog is part three of an eight part series. (MG)

ED 065 989 EM 009 858

Audio Visual Aids. Part 4 (I): Regional Geography: 1, General and Europe.

Educational Foundation for Visual Aids, London (England).

Spons Agency—National Committee for Audio-Visual Aids in Education, London (England).

Pub Date Aug 71

Note—120p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Catalogs, *Geography Instruction, *Visual Aids, *World Geography

Identifiers—European Geography

Audiovisual aids for teaching about the geography of Europe, that may be bought or rented from suppliers in Britain, are listed in this 120-page catalog. Audiovisual materials available include films, filmstrips, slides, overhead projector transparencies, wallcharts, prints, records, tapes, and teaching kits. Each catalog entry describes the materials, their educational level, where they are available and at what cost. The catalog is part of an eight part series. (MG)

ED 065 990 EM 009 859

Audio Visual Aids. Part 4 (II): Regional Geography: 2, The Americas, Africa, Asia, Australasia.

Educational Foundation for Visual Aids, London (England).

Spons Agency—National Committee for Audio-Visual Aids in Education, London (England).

Pub Date Dec 71

Note—148p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Catalogs, Educational Resources, Geography, *Geography Instruction, *Visual Aids, *World Geography Identifiers—Africa, Asia, Australasia, North America, South America

Audiovisual aids for teaching about the geography of North, Central and South America, Africa, Asia and Australasia, that may be bought or rented from suppliers in Britain, are listed in this 150-page catalog. Audiovisual materials available include films, filmstrips, slides, overhead projector transparencies, wallcharts, prints, records, tapes, and teaching kits. Each catalog entry describes the materials, their educational level, where they are available, and at what cost. The catalog is part four of an eight part series. (MG)

LD 065 991 EM 009 860

Lamb, Brydon

Filmstrip and Slide Projectors in Teaching and Training.

National Committee for Audio-Visual Aids in Education, London (England).

Pub Date Jul 71

Note—110p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Filmstrip Projectors, *Filmstrips, Instructional Films, Projection Equipment, *Slides

Identifiers—*Great Britain

Modern technology has developed the primitive still projector into a powerful audiovisual tool. In response to a growing need for a comprehensive guide to the uses of such an aid, this booklet offers, in its first six chapters, a detailed examination of the various types of still projectors and supplementary equipment, care and maintenance of the equipment, camera types and production techniques, sound and recording, and storage and retrieval methods. A seventh chapter explores the creation of learning environments using still projectors, and the final chapter concentrates on the versatility of filmstrips and slides. Appended are a presentation on focal length problems in multimedia presentations, screen selection charts, and some useful addresses. (SH)

ED 065 992 EM 009 861

Television at the University of Leeds: A Symposium.

National Committee for Audio-Visual Aids in Education, London (England).

Pub Date 66

Note—56p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors—*Closed Circuit Television, Educational Objectives, Educational Television, *Higher Education, *Instructional Television, Production Techniques, Programming (Broadcast), Staff Role, Staff Utilization

Identifiers—Great Britain, *University of Leeds

Composed of articles written by the closed circuit television (CCTV) team at the University of Leeds, this booklet attempts to provide a picture of the factors involved in organizing and making television material designed specifically for teaching purposes. The articles cover defining objectives for educational television in higher institutional settings, an accounting of the staff and equipment needed to run the CCTV program, a discussion of the producer in the educational television context, and explanation of the chronology of the production process, a view of the technical side of production and equipment, a description of the role and problems of the designer in CCTV, a consideration of some practical problems in CCTV, and a discussion of research and evaluation methods to determine the efficacy of CCTV. (SH)

ED 065 993 EM 009 863

Thole, John, Ed.

Films for General Studies.

Association for Liberal Education (England); National Committee for Audio-Visual Aids in Education, London (England).

Pub Date 71

Note—137p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Educational Resources, *Films, *Humanities, Humanities Instruction, *Instructional Films, Science Instruction, *Sciences, *Social Studies, Visual Aids

More than 300 16mm films for teaching general studies, that may be rented from suppliers in Britain, are listed in this catalog. The term "general studies" includes any course in social studies, humanities or the sciences offered to non-specialist students. Each entry describes a film, shows where it may be rented, and evaluates the usefulness of the film for teaching. The evaluations are written by teachers who have used the films in schools, colleges and universities. (MG)

ED 065 994 EM 009 865

Lamb, Brydon, Ed.

New Methods and Media in Further Education.

National Committee for Audio-Visual Aids in Education, London (England).

Pub Date 71

Note—63p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Audiovisual Programs, *Closed Circuit Television, Educational Technology, Higher Education, *Programmed Instruction, Teacher Developed Materials, *Teaching Techniques, Team Teaching

This collection of articles by practicing teachers presents case histories of schools (mostly in Great Britain) which have made use of such new materials and methods as audiovisual aid units, programmed instruction, team teaching, and closed circuit television. (JK)

ED 065 995 EM 009 868

Smith, S. M., Ed.

The Organisation of Audio-Visual Resources for Learning in a Local Education Authority.

National Committee for Audio-Visual Aids in Education, London (England).

Pub Date Jun 70

Note—27p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Audiovisual Centers, Educational Resources, *Resource Centers

Identifiers—*Great Britain

The last few years have seen a change in the attitudes of teachers and local education authorities in Great Britain generally toward the use of audiovisual media as instructional aids. This booklet provides a concise account of the broad general principles to be considered in setting up and running an audiovisual resources center within a local education authority in Great Britain. Included in the consideration are the functions and responsibilities of advisory services; duties of local education authority audiovisual resources centers such as evaluation, provision of information and services, staffing, and equipment purchasing; and the organization of audiovisual resources for learning in secondary schools with information on staffing, equipment and materials, and accommodations. (SH)

ED 065 996 EM 009 869

Coppen, Helen

Wallcharts: Choosing, Using, Making.

National Committee for Audio-Visual Aids in Education, London (England).

Pub Date 71

Note—36p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors—Display Panels, *Teaching Methods, *Vertical Work Surfaces, *Visual Aids

Wallcharts are used by teachers to instruct or to stimulate the class, are studied by the pupils

under the teacher's guidance, or are used by the learners on their own in association with some sort of study guide. This booklet offers a close examination of ways of organizing learning opportunities so that the potential of wallcharts can be realized in relation to the educational needs of children. After a brief introduction, ideas are presented concerning teaching aims of particular lessons, teaching situations, educational purposes that affect design, production of wallcharts, production by children, and storage and display. A short bibliography is also included. (SH)

ED 065 997 EM 009 870

Recorded Materials for Teaching English.

National Committee for Audio-Visual Aids in Education, London (England).

Pub Date 71

Note—46p.

Available from—Visual Education Book Service, 33 Queen Anne Street, London, W1M 0AL, England

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Audiovisual Instruction, *Catalogs, *English (Second Language), Films, Language Instruction, Phonotape Recordings, *Second Language Learning, Slides

Materials for teaching the English language to variety of non-English speakers—including records, films, slides, books and wallcharts—are listed in this 50-page catalog. Each entry describes the materials, their cost and where they may be bought. Most of the material has been produced in, and is available from Britain. The catalog is divided into six sections; courses, supplementary materials, pronunciation, films for students, materials for teachers, and a list of publishers' addresses. (MG)

ED 065 998 EM 009 925

Babin, Pierre, Ed.

The Audio-Visual Man.

Pub Date 70

Note—218p.; Translated from the French

Available from—George A. Pflaum, Publishers, 38 West Fifth Street, Dayton, Ohio 45402 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Audiovisual Communication, *Audiovisual Instruction, Audiovisual Programs, *Ethical Instruction, Moral Values, *Religious Education

Identifiers—McLuhan (Marshall)

A series of twelve essays discuss the use of audiovisuals in religious education. The essays are divided into three sections: one which draws on the ideas of Marshall McLuhan and other educators to explore the newest ideas about audiovisual language and faith, one that describes how to learn and use the new language of audio and visual images, and a third which offers guidelines for beginners and aid in selecting audiovisual equipment. (JY)

ED 065 999 EM 009 926

Rogers, Everett M. Shoemaker, F. Floyd

Communication of Innovations; A Cross-Cultural Approach.

Pub Date 71

Note—476p.; Revised Edition of Diffusion of Innovations

Available from—The Free Press, 866 Third Avenue, New York, N. Y. 10022 (\$10.95)

Document Not Available from EDRS.

Descriptors—Adoption (Ideas), Behavior Change, Change Agents, Changing Attitudes, *Communication (Thought Transfer), *Cross Cultural Studies, *Diffusion, Educational Innovation, Information Dissemination, Information Needs, Information Seeking, Information Sources, *Information Theory, Information Utilization, *Innovation, Models, Research

How do innovations (defined as ideas, products, and practices perceived as new by an individual) diffuse to members of a social system? The authors answer this and other questions about the character of innovators, the rate of adoption of ideas, and the decision-making process in 103 generalizations about diffusion of innovation. These propositions are synthesized from more than 1,500 publications dealing with the communication of innovations. The new ideas they studied range from tractors in Turkey, to family planning techniques among Hindu housewives, to modern math among Pennsylvania teachers. The book is an up-date of a 1962 edition, which

places its emphasis on cross-cultural perspectives and the concepts and theories in communication and social psychology. An extensive bibliography of approximately 1200 empirical reports and about 300 non-empirical reports is appended. (JY)

ED 066 000 EM 009 974

BASIC Matrix Operations.

Digital Equipment Corp., Maynard, Mass.

Pub Date 72

Note—44p.

Available from—Digital Equipment Corporation, Maynard, Massachusetts 01754 (\$1.00)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Computer Programs, *Information Theory, *Mathematics, *Programming Languages

Identifiers—*BASIC, Matrix Operations, Project Solo

The curriculum materials and computer programs in this booklet introduce the idea of a matrix. They go on to discuss matrix operations of addition, subtraction, multiplication by a scalar, and matrix multiplication. The last section covers several contemporary applications of matrix multiplication, including problems of communication patterns—airline ticketing, message delivery, and communicable diseases. Instructions for using BASIC computer language and programs in matrix problems are included. (Author/JK)

ED 066 001 EM 010 002

Financing for Public Broadcasting—1972.

Hearings before the Subcommittee on Communications and Power of the Committee on Interstate and Foreign Commerce, House of Representatives.

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Report No.—SN-92-62

Pub Date Feb 72

Note—359p.; 92nd Congress, 2nd session, February 1-3, 1972

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Educational Television, *Federal Aid, Financial Support, Government Publications, *Public Television

Identifiers—*Corporation for Public Television

Three related bills to provide for improved financing for the Corporation for Public Broadcasting were introduced in Congress. The bills would increase funding for the years 1972-77. Hearings on these bills before the Subcommittee on Communications and Power are reprinted here. Included are the texts of bills, statements made to the Subcommittee on Communications and Power, supporting letters, and discussion of the bills. Achievements of educational television stations are cited in support of the financing. (JK)

ED 066 002 EM 010 003

Microfiche, Microfilm and Related Equipment.

Volume 1.

Department of Defense, Washington, D.C.

Report No.—AD-732-800

Pub Date Oct 71

Note—69p.; See also Volume 2, AD-518 800

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-732 800; MF \$.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Bibliographies, *Microfiche, *Microfilm, Microform Reader Printers, *Microforms, Microreproduction

Selected from references processed into the National Technical Information Service (NTIS) data bank from January 1968 to July 1971, this bibliography contains 47 entries which update and cover the field of microfiche, microfilm, and related equipment. Entries are composed of NTIS resumes which provide complete bibliographic information in addition to a list of subject terms which describe the contents of the citation, and, in many cases, an abstract. Corporate author-monitoring agency, subject, title, contract number, and report number indexes are provided. (Author/SH)

ED 066 003 EM 010 025

Pask, Gordon

Models of Adaptive Systems for Computer Aided Instruction.

Systems Research, Ltd., Richmond (England).

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No.—AD-732-954

Pub Date Sep 71

Note—71p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-732 954; MF \$.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, Flight Training, Generalization, *Learning Processes, *Memory, Retention, Role Learning, Thought Processes, Visualization

A series of pilot experiments were carried out to investigate the influence of stress induced by load and interference on the acquisition and retention of a path finding skill, and to investigate the relationship between two path finding strategies—retention of strings of instructions and understanding of global relationships—as components of memory. Results of the experiments indicated that the acquisition of a path finding skill by either strategy is slightly impaired by interference; that generalizing ability is almost completely blocked by interference; and that retention of the skill is impaired by interference, thus suggesting that retention depends on generalization. (SH)

ED 066 004 EM 010 040

Study of Television as an Educational Medium.

Study Number One.

Toronto Board of Education (Ontario). Research Dept.

Pub Date [72]

Note—64p.; Reissued Out-of-Print document

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Gains, Art Education, Closed Circuit Television, Intermode Differences, Occupational Guidance, *Physical Environment, Science Instruction, *Televised Instruction, Television Research

Identifiers—Canada, Toronto

In 1960, a series of four telecasts concerning guidance, four on art, and five on science were shown in elementary and secondary schools of Toronto, Canada. Each telecast was fifteen minutes long. They were evaluated by teachers and administrators on three counts: physical aspects for viewing the telecasts, effectiveness of the television presentation, and effect on learning. Among the results of an evaluation questionnaire are: the telecast portion of each lesson had a significant effect upon learning and retention; telecast portions of lessons stimulated pupil interest and motivated expanded activities; more than one presentation of each telecast is necessary for optimum effect on learning and retention; and telecast portions of lessons should be received by one class in a regular classroom setting. An experiment on closed circuit television showed that a black-and-white telecast is as effective as a color film presentation in facilitating learning. (JK)

ED 066 005 EM 010 060

Jacobs, Lewis

The Documentary Tradition; From Nanook to Woodstock.

Pub Date 71

Note—530p.

Available from—Hopkinson and Blake, 329 Fifth Avenue, New York, N. Y. 10016 (\$5.50)

Document Not Available from EDRS.

Descriptors—*Documentaries, Films, *Film Study, Instructional Films

This survey of the development of documentary film from its beginnings to the present includes more than 100 readings. The editor describes the book as a first step toward a history of the documentary idiom with particular emphasis on American contributions. The book is divided into five sections; each section focuses on a decade of filmmaking since 1922 and the first documentary—Robert Flaherty's "Nanook of the North." The section on films made from 1960-70 includes articles on Warrendale, Woodstock, Dead Birds and the Titicut Follies, as well as articles about documentaries in general by Lewis Jacobs, Arthur Schlesinger and Richard Leacock. (MG)

ED 066 006 EM 010 072

Shubik, Martin Brewer, Garry

Questionnaire—Models, Computer Machine Simulations, Games and Studies.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Defense, Washington, D.C.

Report No.—P-4672

Pub Date Jul 71

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, Cost Effectiveness, *Educational Games, *Evaluation Methods, Games, *Game Theory, Man Machine Systems, *Models, Program Descriptions, Questionnaires, *Simulation, Taxonomy

A questionnaire was designed to aid the interested professional in describing, characteristics and analyzing his game, model, or simulation, and tested on a number of Department of Defense (DOD) games. An over-riding goal for the questionnaire was to produce a categorization scheme for games in general. The different sections of the questionnaire were designed to provide information on basic purposes, use benefits, and costs; characterization and description; man-machine interaction necessary for the game, simulation or model; and an open-ended assessment of the game, simulation or model. (Author/RH)

ED 066 007

EM 010 074

Interpreting FCC Broadcast Rules & Regulations.

Volume Three.

Pub Date May 72

Note—208p.

Available from—TAB Books, Blue Ridge Summit, Pennsylvania 17214 (\$6.96)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, *Business Responsibility, *Cable Television, Community Benefits, Community Relations, Community Study, *Federal Laws, Local Issues, *Programming (Broadcast)

Identifiers—CATV, FCC, *Federal Communications Commission

More than 20 articles are presented to further clarify some of the controversial questions which have been of interest to cable television (CATV) station operators during the past decade. Issues cover a wide range of subjects—in-depth views on Section 315 and "personal attack" rules, community leader and public surveys, lotteries, multiple ownership, the new CATV rules, broadcaster responsibility and programming, and renewals. (RH)

ED 066 008

EM 010 075

Sandman, Peter M., Ed. *And Others*
Media Casebook: An Introductory Reader in American Mass Communications.

Pub Date 72

Note—184p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$3.75)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, Business Responsibility, Government Role, *Journalism, *Mass Media, *Newspapers, Publications, Publicize

Each selection in this anthology offers a single example of a major problem or characteristic of the American mass media. The anthology has four sections: development, responsibility, media, and coverage. Development in journalism is shown by comparing accounts of Presidential conventions over a 125-year period. Articles about responsibility deal with self-control (ethics), internal control (gatekeeping), monopoly control, advertiser control, source control (news management), government control (law), and public control. The similarities and differences between media (newspapers, magazines, broadcasting, advertising and public relations, and wire services) are pointed out. The coverage of government, crimes and demonstrations, war and national security, race, and specialized news is described. The book is designed primarily as a companion volume to the authors' "Media: An Introductory Analysis of American Mass Communications." (JK)

ED 066 009

EM 010 076

The Further Adventures of Cardboard Carpentry;
Son of Cardboard Carpentry.

Workshop for Learning Things, Watertown, Mass.

Pub Date 72

Note—72p.

Available from—Workshop For Learning Things, Inc., 5 Bridge Street, Watertown, Massachusetts 02172

Document Not Available from EDRS.

Descriptors—Building Materials, *Class Activities, *Classroom Materials, *Construction (Process), *Educational Equipment, Manipula-

tive Materials, Student Developed Materials, Teacher Developed Materials, *Workbooks
Identifiers—*Cardboard

Triple-thick cardboard can be used to make many different things in the classroom. This workbook describes some of the materials which can be made, starting off with a detailed look at making a table. Instructions are also outlined, with illustrations, for making shelves, storage units, stools and chairs, boxes and blocks, wagons, panels and dividers, easels, playground materials, playhouses, and domes. In addition, several concentrate on sources of materials, how to select appropriate tools, construction methods, hazards, and equipment maintenance. (SH)

ED 066 010

EM 010 078

Education 1972: A Report on Key Issues Shaping the School Year Ahead.

National School Public Relations Association, Washington, D.C.

Spons Agency—National Education Association, Washington, D.C.

Pub Date 72

Note—42p.

Available from—National School Public Relations Association, 1201 Sixteenth S. St., N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Career Education, Consolidated Schools, Drug Abuse, Drug Education, Educational Finance, Educational Research, *Educational Trends, Federal Aid, Federal Government, Paraprofessional School Personnel, Performance Contracts, School Integration, Student Rights, Year Round Schools

The goal of "Education 1972" is to pinpoint key issues shaping the school year ahead so that busy educators may have an authoritative and current report on what's new in education and so that the education profession may have a reliable source book for speech and news writers. Among the 32 different issues discussed in this first publication in the series are school finance, city-suburban school mergers, the year-round concept, student rights, school desegregation efforts, the federal aid system, career education, public attitudes toward schools, schools and the drug problem, performance contracting, paraprofessionals, and the results of several different studies which have implications for education. (Author/SH)

ED 066 011

EM 010 079

Act Now: A Practical Guide to Starting Free Schools Based on the Experiences of the Rockland Project School Staff and Students.

Rockland Project School, Blauvelt, N. Y.

Pub Date 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Curriculum Development, Equipment, *Experimental Schools, *Financial Support, Instructional Materials, Instructional Staff, Parent Teacher Cooperation, *Permissive Environment, *Private Schools, School Support, Student Development
Identifiers—Free Schools, *Rockland Project School

Four teachers who founded a free school summarize their experience for the benefit of other groups who might want to do so. Topics covered include the economics of running a school, finding a building, deciding what grades to begin with, assembling a staff, administrative structure, working with a local public school, and establishing a curriculum. Also included is a list of resources for free schools, including a bibliography, lists of supplies and companies which produce them, and lists of suggested art materials. The benefits and drawbacks of the free school, the kinds of children who do well or poorly there, and evaluation techniques are also discussed briefly. (JK)

ED 066 012

EM 010 083

The Television Instructor.

Air Univ., Maxwell AFB, Ala.

Report No.—MAFB-AU-9

Pub Date Nov 65

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Guides, *Instructional Television, Learning Theories, Lesson Plans, *Military Training, *Television In-

struction, *Television Teachers, Video Equipment

A basic guide to the use of television in instruction presents an overview of the advantages and disadvantages of televised instruction. It relates the characteristics of television to the laws of learning. The process of lesson planning is detailed with reference to both on-camera presentation and related student activities. In a section on the basics of television production the jobs of members of the production crew are described, and the technical aspects of video equipment are explained in simple language. Instructions are given for preparing a script for telecasting, choosing and making visual aids for the telecast, and for presenting material on television. Two final sections provide suggestions for the use of television in conjunction with classroom activities and the use of television as an aid in evaluating both students and teachers. (JY)

ED 066 013

EM 010 085

Walker, Lemuel E.

Naval Training Device Center Index of Technical Reports.

Naval Training Device Center, Orlando, Fla.

Report No.—NAVTRADEV-P-3695

Pub Date 1 Apr 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Government Publications, *Indexes (Locators), *Military Training, Simulators, *Training Techniques
Identifiers—*Naval Training Device Center

Published Naval Training Device Center technical reports and some technical notes (those available through the Defense Documentation Center-DDC) which have resulted from basic research, exploratory development, and advanced development type projects are listed. The reports are indexed by technical note number, by title, and by contractor code. The index is revised once a year. (Author/JY)

ED 066 014

EM 010 087

Tobias, Sigmund

A History of an Individualized Instructional Program of Varying Familiarity to College Students.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—FSU-CAI-TM-43

Pub Date 1 Feb 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Computer Assisted Instruction, *Educational Research, *Individualized Instruction, *Program Descriptions, *Programmed Instruction

A set of individualized instructional materials dealing with subject matter of varying familiarity to college students was developed and widely used by a number of investigators. In their full version, these materials contained content with which subjects had a fair amount of prior familiarity, and materials with which college-age students had been shown to have no prior experience. The materials were in both programmed and computer-assisted instruction format. The types of modification made to the program by different investigators accounted, at least in part, for some discrepancy between research findings. It was strongly suggested that future researchers using these materials explicitly describe modifications made to the program. (Author/JY)

ED 066 015

EM 010 088

Hoffman, David E. Cohen, Elizabeth G.

An Exploratory Study to Determine the Effects of Generalized Academic Performance Expectations Upon the Activity and Influence of Students Engaged in a Group Simulation Game.

Pub Date 5 Apr 72

Note—43p.; Paper presented at the American Educational Research Association Annual Meeting (Chicago, Illinois, April 5, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Expectation, *Junior High School Students, *Self Evaluation, *Simulation, *Teacher Attitudes
Identifiers—*Self Fulfilling Prophecy

Junior high school boys ranked each other on perceived academic ability (PAA) and social power with great consistency. Holding social

power constant, four-man groups were formed with either two high and two medium PAA boys or two medium and two low PAA boys, and each group played a non-academic, co-operative simulation game. In each condition, the boys with relatively higher perceived academic ability were significantly more active than boys with relatively lower perceived academic ability. Thus, the finding that perceived academic ability has significant effects on a non-academic situation may have distressing implications for all tracked educational systems and for attempts to break out of tracking by innovative methods like simulation. (RH)

ED 066 016 EM 010 089

Merrill, Paul F. Towle, Nelson J.

The Effects of the Availability of Objectives on Performance in a Computer-Managed Graduate Course.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Arlington, Va.

Pub Date Apr 72

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Computer Assisted Instruction, *Graduate Students, Performance Factors

A study was made of the effects of presenting instructional objectives to students in a graduate computer-managed course. It was expected that the availability of behaviorally stated objectives would reduce test item response latency, increase study time, and reduce state anxiety. Since all subjects were required to reach criterion on each unit of the course, no differences were expected on posttest performance. Results showed no significant difference found in study time or test item response latency. The availability of objectives did significantly reduce the level of anxiety state. Apparently graduate students were able to figure out the course very rapidly, so that the availability of objectives had little or no effect. (JY)

ED 066 017 EM 010 090

Corporation for Public Broadcasting Annual Report, 1971.

Corporation for Public Broadcasting, Washington, D.C.

Pub Date 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Broadcast Industry, Educational Radio, Educational Television, *Public Television

Identifiers—*Corporation for Public Broadcasting, CPB

The Corporation for Public Broadcasting (CPB) continued to grow in fiscal year 1971, its third year of operation. Fourteen new public television stations began broadcasting, bringing 7.9 million more persons within receiving range, and bringing the total number of TV stations to 207. Income increased 18 per cent to \$14 million due largely to more federal government funding. Audience research showed the number of persons who watch public television each week jumped 6 million to 39 million, and the median hours of viewing climbed from 1.4 to 1.9 hours per week. Black householders saying they watched local public television rose from 35 to 52 per cent. Productions which received awards included *Sesame Street*, *Hollywood Television Theatre*, *The Great American Dream Machine*, and *NET Festival*. National Public Radio, the first "live" public radio network in the U.S., began daily operation during the year, and the number of participating stations rose from 92 to 103. (MG)

ED 066 018 EM 010 091

Becker, James W. Scanlon, Robert G.

Applying Computers and Educational Technology to Individually Prescribed Instruction.

Pub Date Apr 70

Note—18p.; Paper presented at the Eastern Regional Conference on Science and Technology (Boston, Massachusetts, April 2-3, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, *Individualized Instruction, *Instructional Systems, Mathematics Instruction

Identifiers—ALMS, Automated Learning Management System, *Individually Prescribed Instruction, IPI

Research for Better Schools, Inc. (RBS) has three major components in its individualized learning program—Individually Prescribed Instruction (IPI), Automated Learning Management System (ALMS), and computer assisted instruction (CAI). IPI is an instructional system based on a specific set of educational objectives and has correlated to these objectives diagnostic instruments, teaching materials, and methods. The initial objectives of ALMS is to provide classroom management information for the teacher on the individual learning procedures for the individual student. In cooperation with the Philadelphia school district RBS has been attempting to adapt IPI mathematics materials to CAI. (JY)

ED 066 019 EM 010 092

Friendly, Fred W.

Remarks at the Public-Cable Seminar.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 5 May 72

Note—15p.; Speech given to the National Education Association Public-Cable Seminar (Washington, D.C., May 5, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Agencies, *Broadcast Industry, *Cable Television, Mass Media, Speeches, Telecommunication

Identifiers—FCC, *Federal Communications Commission

American government response to the growth of radio, TV and now cable television (CATV) has been too little too late, to protect vested interests instead of to set long-range policies. A recent closed-door meeting called by the director of the Office of Telecommunications Policy of the White House, to talk about CATV regulation, was no exception. Representatives of CATV, broadcasting, movies, music and other industries, as well as the chairman of the FCC were all invited; but no one was invited to represent the six million subscribers. When the parlay was over, there was a CATV policy stripped of all its sinews except those which strengthen the status quo. So it's time for changes. A good start is to begin asking the right questions. For example, how should we handle pay-TV, and what should be the proper relationship between federal, state and local bodies concerned with regulating CATV? We should think about designating a half-dozen communities as wired city experiments, as a basis for hard information useful for long-range policy making. (MG)

ED 066 020 EM 010 094

Powers, Robert S.

Channel Allocation Options.

Pub Date 16 May 72

Note—17p.; Paper presented at the National Cable Television Association Annual Convention (Chicago, Illinois, May 16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Community Antennas, *Media Technology, *Television

Identifiers—*Frequency Allocation

The Frequency Allocation Subcommittee of the Coordinating Committee for Cable Communication Systems, Institute of Electrical and Electronic Engineers, was formed to produce a background report on the general problems of frequency allocation and assignments in cable television. The present paper, based on the subcommittee's interim report, describes the nature and importance of the frequency planning problem, the general goals of the subcommittee, the types of cable systems being considered, the criteria being used to evaluate characteristics of the various frequency assignment schemes and the general allocation plans being used by the subcommittee for purposes of discussion. (Author/RH)

ED 066 021 EM 010 097

Educational Radio 1972.

Federal Communications Commission, Washington, D.C.

Pub Date 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, Broadcast Industry, *Educational Radio, *Federal Legislation, Financial Support, Radio

Identifiers—Federal Communications Commission

A synopsis of educational radio in this country today includes a brief history, figures on the growth of educational radio, rules and regulations governing it, procedures for filing an application for a station, suggestions for financing, and lists of organizations and government agencies concerned with educational radio. (JK)

ED 066 022 EM 010 099

Use of Modern Teaching Aids and Equipment in Schools of Japan, 1972.

Japan Audio-Visual Education Association, Tokyo.

Report No.—R-10

Pub Date 72

Note—58p.

Available from—Japan Audio-Visual Education Association, 26, Nishikubo Sakuragawa-cho, Shiba, Minato-ku, Tokyo 105

Document Not Available from EDRS.

Descriptors—Adult Education, *Audiovisual Aids, *Audiovisual Instruction, Case Studies (Education), Elementary Education, Secondary Education

Identifiers—*Japan

Audiovisual methods have become accepted as effective educational activities to improve teachers' instruction and pupils' learning. This pamphlet is designed to introduce some examples of teaching-learning cases using various modern teaching aids and equipment in elementary, lower secondary and higher secondary, and adult education activities in Japan. Each case is listed under its appropriate school level, type of medium and the content area served along with such information as the theme, educational objectives and aims, the instructional program and classroom activities, and points for consideration in using the medium with the particular subject area selected. (SH)

ED 066 023 EM 010 100

Jones, A.

Multimedia Computer-Assisted and Computer-Managed Instruction.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—R-83.911

Pub Date 18 Feb 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Audiovisual Aids, Closed Circuit Television, *Computer Assisted Instruction, Continuous Learning, *Higher Education, *Multimedia Instruction, Televised Instruction

An experiment to study the use of a computer as an educational medium covered both higher education and continuing education. A general physics curriculum for physics and science education at the junior university level used multimedia computer-assisted and computer-managed instruction. In conjunction with continuing education the IMAGO method was used in two courses—one on financial management and the other on statistics. The main features of the IMAGO system included programed instruction, the Socratic method, closed circuit television, and phonotape recordings. Although the costs were high the results proved that students taking the multimedia course performed better than those receiving conventional instruction. (JY)

ED 066 024 EM 010 101

Snelbecker, Glenn E. And Others

Sustained Attention and Response Rate as a Function of Task Difficulty and Feedback Arrangements.

Pub Date 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, *Attention, *Attention Control, *Feedback, *Learning Processes, Learning Theories, *Reinforcement, Stimulus Behavior, Task Performance

Two studies were performed to evaluate the extent to which response patterns and sustained attentiveness is a function of the demands of a secondary task, primary task difficulty, and feedback arrangements. The first study varied primary task stimulus difficulty level, feedback arrangements on the primary task, and presence of the secondary task. The main objective of the second study was to determine whether primary task feedback arrangements would interact with secondary task demands to influence attentive-

ness to the primary task; thus, primary task difficulty was held constant, and primary task feedback arrangements and secondary task difficulty level were varied. Results showed that subjects were able to detect changes in stimuli used in the primary task and to detect presentations of the secondary stimuli, although apparently subjects were not consistently attending to stimulus characteristics. Further, there seemed to be some diminution in attention to stimulus characteristics, and a greater reliance on feedback whenever feedback was available on the primary task. Overall, results suggest the need for multilevel model of attention and that it is not sufficient to conceive of stimulus control in a unitary sense. (SH)

ED 066 025

EM 010 102

The FCC in Fiscal 1971.

Federal Communications Commission, Washington, D.C.

Pub Date 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, *Annual Reports, *Broadcast Industry, *Cable Television, Commercial Television, Federal Legislation, Government Publications, Mass Media, News Media, Radio, Telecommunication, *Television Identifiers—Fairness Doctrine, *Federal Communications Commission

Fiscal 1971 saw major actions by the Federal Communications Commission (FCC) in all areas of its jurisdiction. In broadcasting, the FCC proposed new renewal rules and policies and issued a number of significant rulings on Fairness Doctrine matters. A policy statement outlining FCC cable television plans was submitted to the Congress. In the common carrier area, the FCC acted on computer communications and specialized common carriers and received applications for domestic satellites. The FCC advanced its program to provide additional land spectrum space for land mobile communications by establishing a Spectrum Management Task Force. A new fee schedule was adopted to return to the U.S. Treasury funds equal to the Commission's operating expenses. These highlights are summarized in this booklet, which also provides facts and figures about the number of authorized stations of various kinds under the FCC's authority. (JK)

ED 066 026

EM 010 103

Beilby, Albert

The Generalist-Specialist Issue.

Syracuse Univ., N.Y.

Report No—OP-4

Pub Date Apr 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, *Educational Policy, *Educational Technology, *Specialists, *Specialization

Society in general, and the field of educational technology as a particular example, has amply rewarded specialization, and generally ignored and denigrated generalists. While the complexities of modern society and the knowledge explosion do require many specialists, there are disadvantages to both the society and the individual in relying too heavily on specialists who cannot see the broader picture and who can become obsolete. The need of our society for a variety of integrative skills calls for a greater production of generalists: not jacks-of-all-trades, but people who have studied intensively, but not exhaustively, in a number of areas. (RH)

ED 066 027

EM 010 104

Calingaert, Peter

Teacher Control in Computer Assisted Instruction.

Pub Date 3 Apr 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computers, *Cost Effectiveness, Educational Technology, *Instructional Materials, *Programmed Instruction, *Teaching Methods, Teaching Techniques

Systems of computer-assisted instruction (CAI) can be classified according to whether the author, student, or teacher controls the interaction between the student and the computer. Both author-controlled and student-controlled CAI have the advantages of individualized instruction, privacy for mistakes, and flexibility, but are tre-

mendously expensive. Student-controlled CAI further allows a student to be much more active, but also makes supervision difficult. A teacher-controlled system used as another teaching tool before a whole class of students is much cheaper than the other types of CAI, and adds to the computer program an intelligent subsystem, the teacher, to filter input and modify the stream of presentation. Teacher-controlled CAI gives up the advantages of individual attention, privacy and flexibility, but the criterion of cost-effectiveness makes it an attractive possibility in the hands of a skillful teacher. (RH)

ED 066 028

EM 010 105

FAA Film Catalog.

Federal Aviation Administration, Washington, D.C.

Pub Date 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Films, *Filmstrips, *Flight Training, Instructional Films, Meteorology, *Navigation, Professional Training, Technical Education

Identifiers—FAA, *Free Materials

Some 75 films from the U.S. Department of Transportation's Federal Aviation Administration are listed in this catalog. Topics dealt with include aerodynamics, airports, aviation history and careers, flying clubs, navigation and weather. Most of the films are 16mm sound and color productions. Filmstrips requiring a 35mm projector and phonograph or tape recorder, and audiotape packets made up of 35 mm slides and tape recordings are also included. Each catalog entry describes a film, the running time and the date the film was made. All films can be borrowed without charge, or purchased. (MG)

ED 066 029

95

EM 010 106

Land, Herman W.

The Children's Television Workshop: How and Why It Works. Summary and Overview of the Final Report.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Spons Agency—National Center for Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 72

Grant—OEG-0-71-1279(725)

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Television, *Management, Preschool Children, *Production Techniques, *Program Evaluation, Public Television, Television

Identifiers—*Childrens Television Workshop, Sesame Street

"Sesame Street" has proved to be a successful attempt to use the best of contemporary television entertainment techniques to produce a daily hour-long educational television directed to the preschool population. The success is the result of the leadership of the Children's Television Workshop (CTW) approach to producing the show. Some of the key features of the CTW approach are: a dedication to a justifiable national need; a highly competent, dedicated management; sufficient funding to do the full job of preparation, research and production together with promotion and community involvement on a professional level; and a recognition that to compete with commercial television it is necessary to adopt that medium's standards and techniques. Other factors are: a salary policy that combines a competitive salary on the lower end of the scale with the psychic rewards of working in a free creative environment devoted to an important social end, a sensitivity to the needs and concerns of creative people, and the inclusion of promotion and research as fundamental elements of the CTW operation from the beginning. (JY)

ED 066 030

EM 010 107

Blum, Eleanor

Basic Books in the Mass Media.

Illinois Univ., Urbana.

Pub Date 72

Note—252p.

Available from—University of Illinois Press, Urbana, Illinois 61801 (\$8.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Booklists, Broadcast Industry, *Communication (Thought Transfer), Communications, *Mass Media, Media Technology, News Media, Publications, Publishing Industry

References to information on the background, structure, function, contents, and effects of mass communications are provided in this annotated booklist. Material is included on theory, popular culture, the Black press, communications technology, the underground press and film, and mass media violence and the entries are arranged according to the broader categories of general communications, books, broadcasting, film, magazines, newspapers, advertising and public relations, indexes, and periodicals. Titles are listed by author's name and information is provided concerning the publisher and date of publication together with a brief description of the contents. Subject and author-title indexes are also included. (Author/SH)

ED 066 031

EM 010 109

Lease, Judy

The VTR as an Aid in Teaching Communication: Reactions and Recommendations.

Pub Date Jun 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, College Teachers, Communication (Thought Transfer), Equipment Evaluation, *Feedback, *Instructional Aids, Speech Instruction, *Video Tape Recordings

The value of the video tape recorder (VTR) for speech courses was assessed by Purdue University's Department of Communication through student responses to a questionnaire on VTR feedback and the Department's teaching staff responses to a questionnaire on the VTR as an instructional aid. This report describes the equipment, how it was used, and then presents detailed discussions and analyses of student and staff reactions to VTR. Specific recommendations for changes to allow increased and more efficient use of the VTR equipment and for the acquisition of new equipment conclude the report. (SH)

ED 066 032

EM 010 113

Edwards, K. Anthony

The Student as a Teacher.

Pub Date 10 May 72

Note—17p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Albuquerque, New Mexico, May 1-13, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Individualized Instruction, *Peer Teaching, *Proctoring, *Teaching Methods Identifiers—Keller (Fred), Personalized System of Instruction, PSI

Teachers trained in the art of teaching have recognized for many years that the student is an object of instruction. It has only been recently recognized, however, that the student can effectively teach his peers. By doing the teaching, students learn the material better and retain the subject matter longer than they ordinarily would. In addition, students approach the subject matter with enthusiasm and they continue to do so after the course. Fred Keller has developed an instructional technique known as the personalized system of instruction (PSI) in which the use of students as teachers has been maximized. The proctor is not only an important source for disseminating information to other students as a "teacher," but is an important source of feedback on the good and bad characteristics of the program. Proctors have been enthusiastic in their support of the system and harsh in their criticism. (Author)

ED 066 033

EM 010 119

McRae, Susan

Relations Between Teacher Bilingualism in Spanish and English and Attitudes Toward a Bilingual Television Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 72

Grant—OEG-0-9-53-94-4239(280)

Note—64p.; See also EM 010 153; Thesis submitted to the University of Texas

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingual Students, *Bilingual Teachers, Educational Television, English (Second Language), *Instructional Television, Language Programs, Second Language Learning, Spanish Speaking, *Surveys, *Teacher Attitudes Identifiers—*Carrascolendas

"Carrascolendas" is a bilingual instructional television program, patterned after "Sesame

Street", which is designed to introduce Mexican-American children to the dominant American culture and yet encourage them to retain part of their own cultural identity. The program also seeks to maximize the child's chances of success in school by defining as separate task areas the acquisition of reading and math skills and the acquisition of a second language. Teacher attitudes and activities relative to "Carrascolendas" were measured by means of a survey conducted by mail during the 10-week period in which the series was broadcast in Texas. The data from the survey were statistically analyzed to determine what effect the teacher's degree of familiarity with the Spanish language would have on his attitude toward the program. It was found that attitudes are more positive among teachers with a higher degree of bilingualism in Spanish and English, that the series is more likely to be viewed by Spanish-speaking Mexican American pupils, and that increase in the use of Spanish language by both Mexican-American and non-American pupils is more likely to occur in classrooms where teachers are bilingual. (JY)

ED 066 034 EM 010 121

Stetten, Kenneth J.
Toward a Market Success for CAI; An Overview of the TICCIT Program.

Mitre Corp., McLean, Va.

Report No.—M-72-73

Pub Date Jun 72

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, College Instruction, *Computer Assisted Instruction, Computer Graphics, *Educational Technology, Man Machine Systems, On Line Systems, Programmed Materials, *Teaching Machines, *Time Sharing
Identifiers—CATV, TICCIT

A new computer-assisted instruction (CAI) system for college teaching is being tested in two locations by the MITRE Corporation. The system, called TICCIT (Time-Share Interactive Computer-Controlled Information Television), now interacts with more than 100 students, each moving at his own pace, for four semesters of community college math and English. Average response time to student inputs is less than one half second. The student terminal includes color TV screen, headphones and full alphanumeric keyboard. It costs about \$900, approximately 25 percent of total system costs per terminal. Operating costs could average less than one dollar per terminal-use hour. A typical hour begins with a short movie followed by presentation of a "menu" showing segments of the presentation which can be accessed any time; for example, "mini-lesson", "instruction", "why take this lesson", "test", and "games". The teaching strategies have been developed independent of content so that different course material can be plugged in the programs at some future date. (MG)

ED 066 035 EM 010 122

Mason, William F. Polk, Sidney

Revolutionizing Home Communications; New Techniques for Using Computers with Cable Television.

Mitre Corp., McLean, Va.

Report No.—M-72-38

Pub Date Mar 72

Note—27p.; Paper presented at the IEEE INTERCON (March 20-23, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Community Antennas, *Computers, *Costs, Home Instruction, Home Programs, Information Systems, Media Technology, *On Line Systems, Telecommunication

Identifiers—CATV, TICCIT, *Time Shared Interactive Computer, Wired City

The MITRE Corporation has been experimenting with a system called Time-Shared Interactive Computer-Controlled Information Television (TICCIT) to show that standard TV receivers, cable television (CATV), and computers can be used to provide low-cost in-the-home information services. In the experiments computer generated pictures were delivered to customers over CATV. The users communicated with the computer through 12-button push-button telephones, and received individualized messages on their TV screens by means of at-home videotape recorders (VTR). If a transmitted picture carried an address that matched the customer's address, the VTR recorded the message. Some of the services

offered included a home calculator, tax filing assistance, library services, electronic mail, personalized job-finding and investment advice. Experiments indicated that TICCIT services may enable communications to reduce need for transportation. Barriers to introduction of the system include problems of privacy, marketability, and costs of programs. (MG)

ED 066 036 EM 010 125

Peters, Robert W.

Cable Communications Revolution. Future:

Broadband Communications, Local Origination.

Stanford Research Inst., Menlo Park, Calif.

Pub Date 6 Mar 72

Note—12p.; Paper presented at the International Cable Television Market Conference (First, Cannes, France, March 6, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiences, *Broadcast Industry, *Cable Television, Income, Mass Media, *Programming (Broadcast), Technological Advancement

Identifiers—CATV, Local Origination, Pay Television

The revolution in two-way broadband communications envisioned for the future includes remote access to libraries, interactive educational programming, shopping at home, personal and property security, and many other services limited only by man's imagination and his ability to deliver the service at a price the consumer is willing and able to pay. The most significant attributes of cable television (CATV) program origination are its ability to appeal to selective viewer interests and its ability to offer participation by the community. The development of specialized magazines in the 1960's showed that even a relatively small readership could be profitable. Similarly, CATV programs on such specialized topics as knitting or wine-making should be able to turn a profit. By the early 1980's, with its ability to reach selective audiences, CATV should capture about 3 percent of the total advertising expenditure in the country. Channel leasing and pay TV will provide additional revenue. The growth of revenue in CATV in the coming years should approximate that experienced by television in the early 1950's. (JK)

ED 066 037 EM 010 126

Peters, Robert W.

The Growth Prospects for CATV.

Pub Date 12 Apr 72

Note—11p.; Paper presented at the National Meeting of the Information Industries Association (Fourth, New York, N.Y., April 12, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Mass Media, *Programming (Broadcast), *Technological Advancement

Identifiers—CATV, Pay Television

Cable television (CATV) promises to have the characteristics of a significant technology that will influence all of us in our personal lives and business endeavors. It will provide program diversity and new (nonbroadcast) services to households throughout the country. It will enable the viewer to interact with the program source via telephone. CATV channels will be leased by such diverse groups as merchandisers, news agencies, investment houses, government organizations, and educational institutions. Another broad class of CATV services will be pay TV, used not only for sports events and first-run films but also for adult education, specialized programs, and cultural events. Pay TV will be an essential feature to create the consumer demand for CATV in major metropolitan areas, and it will provide the economic base to develop the market for other types of interrogation and response services such as remote merchandising, information retrieval, interactive education, and home security. A number of home communications experiments are planned for several communities. The two most pervasive impacts will be the substitution of communications for transportation and the increased use of the video medium for print. (JK)

ED 066 038 EM 010 127

Peters, Robert W.

Local Origination—The First Step of CATV's

Second Generation.

Stanford Research Inst., Menlo Park, Calif.

Pub Date 8 Jul 71

Note—9p.; Paper presented at the Annual Convention of the National Cable Television Association (20th, Washington, D.C. July 8, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Income, *Programming (Broadcast)

Local program origination by cable television stations must be considered as the next step in the development of the medium. Although the growth of local origination as a significant means of informing and entertaining people can be accelerated through creative, relevant, and participative programming, the spiral of increased revenues, broader programming, and more subscribers and viewers will still take time to reach substantial proportions—especially in the light of continued government restrictions. As proprietary CATV channel programming, leased channels, premium entertainment, and instructional programming increase, the variety of revenue sources to support such programming will also increase. Although these forms of revenue will surely increase over the next five to ten years, initially the local origination activity in any system should be geared to the expected near-term income and then expanded as additional revenues develop. (Author)

ED 066 039 EM 010 132

Horkheimer, Mary Foley, Comp. Diffor, John C., Comp.

Educators Guide to Free Filmstrips. Twenty-Fourth Edition.

Educators Progress Service, Inc., Randolph, Wis.

Pub Date 72

Note—162p.

Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53936 (\$8.50)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Catalogs, Educational Resources, *Filmstrips, Visual Aids
Identifiers—*Free Materials

More than 450 filmstrips for teaching a wide range of educational topics which are available to schools in the U.S. without charge are listed in this catalog. The filmstrips are classified into 17 topics, including agriculture, arts and crafts, business education, driver education, environmental education, geography, history, home economics, science and social problems. Each catalog entry describes the filmstrip and accompanying material, and shows the running time, whether color or black-and-white, and the conditions of availability. Many of the filmstrips are available in Canada. (MG)

ED 066 040 EM 010 133

Hope, Thomas W.

AV-USA 1971. Basic Report.

Hope Reports, Rochester, N. Y.

Pub Date 71

Note—80p.; See also EM 010 134, EM 010 135, EM 010 136

Available from—Hope Reports, 58 Carverdale Drive, Rochester, New York 14618 (\$90.00 hardcover, \$85.00 soft cover)

Document Not Available from EDRS.

Descriptors—*Annual Reports, *Audiovisual Aids, Business, Educational Television, Equipment, Films, Merchandise Information, Video Cassette Systems, Visual Aids

Sales analyses, market profiles, discussions of business trends and corporate structures, and a review of new products in the field of audiovisual aids are presented in this report, covering the time span from January 1970 to June 1971. (JY)

ED 066 041 EM 010 134

Hope, Thomas W.

AV-Summary 1971. Overview Report.

Hope Reports, Rochester, N. Y.

Pub Date Sep 71

Note—12p.; See also EM 010 133, EM 010 135, EM 010 136

Available from—Hope Reports, 58 Carverdale Drive, Rochester, N.Y. 14618 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Annual Reports, *Audiovisual Aids, *Statistical Data

The 1971 current state of the audiovisual communications industry in the U.S.A. is summarized with dollar figures of sales broken down for different categories, and brief consideration of current trends. (RH)

44 Document Resumes

ED 066 042 EM 010 136

Hope, Thomas W.
Motion Pictures and Video Cassettes 1971. AV-USA Supplement 2.
Hope Reports, Rochester, N. Y.
Pub Date Dec 71
Note—56p.; See also EM 010 133, EM 010 134, EM 010 135

Available from—Hope Reports, 58 Carverdale Drive, Rochester, N.Y. 14618 (\$45.00 hard-cover, \$40.00 soft cover)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Audiovisual Aids, Broadcast Industry, Cable Television, Commercial Television, *Films, *Instructional Media, Mass Media, Television, *Video Cassette Systems, *Video Equipment

The financial status of the motion picture and of the video cassette industry in 1970 are reviewed. Based on production rates and income of these industries, trends are discovered. Figures on local origination of television programming and commercials are also included. The section on video cassettes includes the following information: the current development and production status of various video cassette systems; a comparative analysis of video cassette and disc systems; an annotated bibliography of articles and editorials on the subject; a summary of the principal conclusions reached, and the effect of community antenna television on video cassettes. Appendices list award-winning films and television shows and also new audiovisual products in the audiovisual, motion picture, television, and related fields. (JK)

ED 066 043 EM 010 138

Konzelman, Robert G.
Marques Ministry; The Movie Theater as Church and Community Forum.

Pub Date 72
Note—123p.
Available from—Harper and Row Publishers, Inc., 49 East 33rd Street, New York, N.Y. 10016 (\$4.95)

Document Not Available from EDRS.

Descriptors—Censorship, Church Responsibility, Church Role, Discussion (Teaching Technique), Discussion Groups, *Ethical Instruction, *Film Study, *Moral Values, *Religious Education

Secular (commercial) films should be used in the service of the church for two major reasons: 1) a responsible church cannot ignore the fact that in our culture films play a determinative role in belief and value formation, and 2) a creative church will not want to ignore their great potential as an educational tool. If the church urges its congregation to see good movies, it will be exercising constructive sanctions on the industry, which is more helpful than censorship. The basis for film study should be group discussions on the issues raised by a film. Discussions of three films, "Cromwell," "The Learning Tree," and "I Never Sang for My Father" illustrate the points which discussion can raise. Ministers can urge parishioners to see specific films, use film incidents as examples, and use films as context and text for sermons. A film festival, prearranged long in advance with the local theater, can also be of use if it is well planned. (JK)

ED 066 044 88 EM 010 141

Roberts, Tommy L. And Others
The Bartlesville System; TGISS Software Documentation.

Bartlesville Public Schools, Okla.; Oklahoma State Univ., Stillwater. Research Foundation.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—BESE-ESEA-3; DPSC-68-5685

Pub Date Jan 70

Grant—OEG-7-8-005685-0030(056)

Note—154p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Oriented Programs, Computers, Confidentiality, Confidential Records, Guidance Counseling, *Guidance Programs, *Guidance Services, *Information Systems, On Line Systems, *Program Descriptions, Security, Student Records

Identifiers—*Bartlesville System

TGISS (Total Guidance Information Support System) is an information storage and retrieval system specifically designed to meet the needs and requirements of a counselor in the Bartlesville Public School environment. The system,

which is a combination of man/machine capabilities, includes the hardware and software necessary to extend the counselor's capabilities by providing ready access to student information under secure conditions. The functional requirement specifications for the basic retrieval system of TGISS are stated in this report along with a general description of the system including the remote terminals, central site, and data base design. Various software components are explained. The external design requirements and capabilities of the user's command language are specified, and descriptions of provisions for data base security and the television displays are included. (JY)

ED 066 045 EM 010 147

Dunn, James A.

The Accommodation of Individual Differences in the Development of Personal Programs of Study.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Pub Date 1 Sep 69

Note—14p.; Paper presented at the American Psychological Association Convention (Washington, D.C., September 1, 1969)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, Curriculum, *Individual Differences, *Individualized Curriculum, *Individualized Instruction

Identifiers—*Project PLAN

Making educational programs fit the needs of individual learners has long been a goal of education. Project PLAN is a first attempt at computerizing the planning of an individual's educational program. Utilizing information on a student's past academic record, state and local requirements, teacher recommendations, instructional resources, the student's interest and abilities, and parental wishes, the computer can prepare a long-range instructional program for the student which satisfies a hierarchy of goals at a level of difficulty and in a format which is best suited to the individual student. (RH)

ED 066 046 EM 010 148

The Twentieth Century Fund Annual Report

1971.

Twentieth Century Fund, New York, N.Y.

Pub Date 71

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Broadcast Industry, City Government, *City Problems, Courts, Developing Nations, *Economic Research, *Foundation Programs, Health Insurance, *Mass Media, Negro Employment, News Media, *Political Issues, Political Power, Press Opinion, Working Women, Youth Employment, Youth Problems

Identifiers—Haiti, India, New York City, *Twentieth Century Fund

Research continued and new studies were launched in four major areas: communications, urban problems, politics, and economic issues. The foci of these studies are described briefly. Projects in communications are examining flows of news, media monopoly, press freedoms under pressure, public affairs broadcasting, press councils, political access to television and radio, and the "little" literary magazines. International conferences have also been held on satellite communications. Research in urban problems is examining community development corporations, the job crisis for black youth, democratic development of new towns, New York City, jails, and city mayors. Research on economic issues is looking at women and employment, multinational corporations, public pension systems, Haiti, rural development in Third World nations, planning and budgeting in low-income countries, and capitalism and development in India. Political research is concerned with foundations, constitutional change, youth and electoral politics, political parties, private insurance and health care, the changing South, the demography of American youths, and the contemporary commune movement. (JK)

ED 066 047 EM 010 150

Instructional Systems and Technology: An Introduction to the Field and Its Use in Federal Training.

Civil Service Commission, Washington, D.C. Bureau of Training.

Report No.—P-T-11

Pub Date Jun 69

Note—21p.; Training Systems and Technology Series, No. 1

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, *Educational Television, *Federal Programs, *Instructional Systems, *Instructional Technology, *Programed Instruction, Simulation, Systems Approach, Teaching Machines

An elementary account of the instructional systems approach and new forms of education technology, and the use of each in federal government programs, is set down. The educational technology described includes programed instruction, teaching machines, computer-assisted instruction, educational television, and simulation. The emphasis is on the use of technology by the government rather than on explaining what each form is. A brief annotated bibliography is appended. (JK)

ED 066 048 56 EM 010 153

Williams, Frederick And Others

Carrascolendas: Effects of a Spanish/English Television Series for Primary School Children. Final Report. Evaluation Component.

Texas Univ., Austin. Center for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Grant—OEG-0-9530094-4239(280)

Note—226p.; See also EM 010 119

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Bilingual Education, Bilingual Students, *Instructional Television, Language Programs, *Mexican Americans, Parent Attitudes, Primary Education, *Program Evaluation, Spanish Speaking, Student Attitudes, Surveys, Teacher Attitudes, Televised Instruction

Identifiers—*Carrascolendas

The second year evaluation of the effects and usage of "Carrascolendas," a children's television series in Spanish and English, was conducted in three phases. A field experiment used criterion referenced tests among Mexican-American children comprising the target audience to measure learning effects. Two experimental groups viewed the series—one of these groups watched the thirty programs only and the other watched the programs and engaged in activities in both Spanish and English which related to the content of the day's program. A third group served as a control. Pre- and posttests with separate Spanish and English instruments yielded statistically significant gains for the viewers with greater gains for those who had supplementary activities, in a variety of areas. Surveys of principals, teachers, parents, and pupils on their attitudes toward "Carrascolendas" and its effects in the classroom indicated a positive response to the series. A process evaluation examined the interaction of various project components and provided suggestions for further improvements, including greater consultation in all areas and improved delineation of the role of advisory committee members. (JY)

ED 066 049 EM 010 159

Campbell, James H., Ed. Hepler, Hal W., Ed.

Dimensions in Communication: Reading. Second Edition.

Pub Date 70

Note—326p.

Available from—Wadsworth Publishing Company, Inc., 10 Davis Drive, Belmont, California 94002 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, *Communication (Thought Transfer), Expository Writing, Language Arts, Language Skills, Language Styles, Models, Nonverbal Communication, *Persuasive Discourse, Verbal Communication

The underlying premise in this collection of readings is that persuasion exists in all communications. When people interact, persuasion is one of the catalysts—the communicator seeks to alter the probabilities of the receiver's responses in ways the communicator can predict and in ways that permit the communicator to reap rewards from his efforts. The sections of this book deal with conceptual frames, persuasion, and message systems and sub-systems, and they are organized to move from general to specific topics. Thus, the section on conceptual frames begins with articles explaining the purpose of models and moves to

specific models of communication behavior. The section on persuasion deals with some factors affecting the persuasiveness of a message. The section on message systems includes articles on language, nonverbal language, language in the context of business, punctuation, and the teaching of writing. (JK)

ED 066 050 EM 010 163

Barker, Larry L., Ed. Kibler, Robert J., Ed.
Speech Communication Behavior: Perspectives and Principles.

Pub Date 71

Note—382p.

Available from—Prentice Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 (\$9.95, \$3.95 paperback)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, Communication (Thought Transfer), Information Science, *Information Theory, Intercommunication, *Language Development, Measurement Techniques, Models, Persuasive Discourse, *Psychophysiology, Race Relations, Speech, State of the Art Reviews, Theories, *Verbal Communication

Readings are included on seven topics: 1) theories and models of communication processes, 2) acquisition and performance of communication behaviors, 3) human information processing and diffusion, 4) persuasion and attitude change, 5) psychophysiological approaches to studying communication, 6) interpersonal communication within transracal contexts, and 7) measuring communication effects. An introductory article begins each chapter and provides a summary of the literature concerning the topic and frame of reference for the readings to follow. Each introductory article includes a section on principles derived from theory and research findings, along with implications for employing them in communication situation. An epilogue focuses on key issues discussed in the book. Throughout the book are status reports on present knowledge concerning the topics. (JK)

ED 066 051 EM 010 177

Wittich, Walter A., Comp. Suttles, Raymond H., Comp.

Educators Guide to Free Tapes, Scripts, and Transcriptions. Nineteenth Edition, 1972.

Educators Progress Service, Inc., Randolph, Wis.

Pub Date 72

Note—241p.

Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53956 (\$7.75)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Catalogs, Educational Resources, Phonotape Recordings, *Scripts, *Tape Recordings, *Video Tape Recordings

Identifiers—*Free Materials

Some 500 audio and videotapes, scripts, and transcriptions which are available to schools in the U.S. without charge are listed in this catalog. The materials are classified into 15 topics including environmental education, fine arts, health, home economics, industrial education, science and social studies. Each catalog entry describes the materials available, shows the approximate reading or listening time, and indicates the conditions of availability. For example, the title "The People", is listed as a 30 minute audiotape, available from the Georgetown University Forum, and is free for 45 days with the user paying return postage. The content of the tape is described in about 200 words. Many of the materials are available also in Canada. (MG)

ED 066 052 EM 010 184

NAEB Telecommunications Directory.

National Association of Educational Broadcasters, Washington, D.C.

Pub Date 72

Note—128p.

Available from—National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 (\$5.50)

Document Not Available from EDRS.

Descriptors—*Directories, *Educational Radio, *Educational Television, Fixed Service Television, Instructional Television, *Public Television, *Statistical Data, Surveys, Telecommunication, Televised Instruction

Identifiers—ITFS, *National Association of Educational Broadcasters

Data collected by the Corporation for Public Broadcasting, the National Center for Educational Statistics (U.S. Office of Education), and the National Association for Educational Broadcasters (NAEB) were used to compile the reports in this directory. As well as listing the major components of the educational telecommunications system in the United States—public television, public radio, Instructional Television Fixed Service (ITFS)—and giving the names and addresses of NAEB individual members, state educational broadcasting organizations, and other agencies of interest to those in educational broadcasting, the directory also offers overviews of available statistics regarding the nation's educational/public television stations. (JY)

ED 066 053 EM 010 199

Weber, Dianne, Comp.

Teleconferencing: A Bibliography.

Wisconsin Univ., Madison. EDSAT Center.

Spons Agency—Wisconsin Univ., Madison.

Pub Date Feb 71

Note—42p.

Available from—EDSAT Center, Space Science and Engineering Center, 1225 West Dayton Street, Madison, Wisconsin 53706 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Communication Satellites, Information Networks, *Telecommunication, Telephone Communications Industry, Telephone Communication Systems

Identifiers—*Teleconferencing

A bibliography lists works on two-way electronic conferencing, as well as several general works on telecommunications. It is in three parts. The record identifications (RECID) index is a list of 168 references to books, parts of books, journal articles, conference papers, news items, and unpublished papers. The author index relists the entire record alphabetically by author's surname. The permuted index serves as the subject index and is based on the words in the article's title. (JK)

ED 066 054 24 EM 010 215

Mazza, Paul

A Study of the Effectiveness of Self Appraisal of Children's Behavior Through the Use of Video-Tape. Final Report.

Shippensburg State Coll., Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-C-015

Pub Date Jul 72

Grant—OEG-3-71-0107

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling, Educational Research, *Elementary School Students, *Personal Growth, Personality Development, Self Evaluation, *Video Tape Recordings

A study was made of the use of audio-video taping technique with elementary school students in a counseling-type situation to facilitate the children's growth in the following areas: self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, social skills, and school relations. Subjects were divided into an experimental group and two control groups. The experimental group of children were videotaped in school situations and viewed this tape in an individual counseling-type setting. Children in control group I received individual attention in a counseling-type setting. Children in control group II received no special treatment. A personality test and a student attitude scale were used to collect data. No significant results were found to exist in relation to treatment, indicating that videotaped self-confrontation may not be useful in counseling elementary school students. (JY)

ED 066 055 EM 010 216

Jones, W. Ron, Ed.

Deschool Primer Number 3. Your City Has Been Kidnapped.

Zephyrus Educational Exchange, San Francisco, Calif.

Pub Date 72

Note—67p.

Available from—Ron Jones, Zephyrus Educational Exchange, 1201 Stanyan Street, San Francisco, California 94117 (\$1.50)

Document Not Available from EDRS.

Descriptors—*City Problems, *Community Characteristics, *Human Geography, *Instructional Materials, Local Issues, Student Developed Materials, Urban Culture, *Urban Environment, Urban Population, Urban Studies

This book originated as a series of wall placards proposing ways for children and adults in the San Francisco Bay Area to investigate their city environment. These placards, placed on street corners, factory walls, and school corridors, encouraged the passer-by to contribute comments and suggest new ways for seeing their city. A few of the projects suggested were: try to dramatize or mime jaywalkers, hitchhikers, a subway rush hour, cars trying to get on the freeway; try moving and feeling like your favorite building; try talking with people you normally ignore; find out who owns the buildings in your neighborhood. (JK)

ED 066 056 EM 010 217

Children's Television—An Affirmative Program for Community Involvement.

Committee on Children's Television, San Francisco, Calif.

Pub Date 15 Jul 72

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Children, Commercial Television, *Community Involvement, *Programming (Broadcast), *Television

Identifiers—CCT, *Committee on Children's Television, FCC, Federal Communications Commission

The Committee on Children's Television (CCT) since 1971 has been working with San Francisco Bay Area commercial television stations to make the stations aware of their responsibility towards children. CCT proposes to increase its effectiveness in this work in four inter-related ways: (1) family education—a program to provide the community with the tools necessary to influence the children's programming policies of local stations; (2) monitoring—a program to collect data on the content of existing programs; (3) station consultations—the scheduling of regular meetings with each Bay Area commercial station to discuss all aspects of programming for children; and (4) legal advocacy—a process of working with the Federal Communications Commission and others federal regulatory agencies to insure that Bay Area stations fulfill their public trusts. In order to carry on these programs CCT will need \$67,200 the first year and \$57,600 the second year. (JY)

ED 066 057 24 EM 010 235

Burnell, Diana P.

Videotape Replay: Positive Reinforcement in Behavioral Modification with the Adult Retardate. Final Report.

Wright Inst., Berkeley, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-I-067

Pub Date Jul 72

Contract—OEC-9-71-0050(057)

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Behavior Problems, Body Image, Educational Research, *Mental Retardation, *Video Tape Recordings

The use of videotape replay was evaluated as a new therapeutic and educational technique in the treatment of mental retardation. It was hypothesized that the retardate would improve his behavior after seeing himself interacting with others on the television screen. The behavior of the control and experimental groups was rated by four therapists and four assistants on a fourteen point behavior rating scale three times during the study: before and after a three month baseline period and after the three month experimental period. Behavior modification techniques were used in both groups to aid motivation. The results showed no significant difference between the control and experimental groups. Some improvement in control of nervous habits, stimulation of performing behavior, and improvement in body image discrimination was noted in the experimental groups. (JY)

ED 066 058 EM 010 287

Williams, Frederick Van Wart, Geraldine

On the Relationship of Language Dominance and the Effects of Viewing CARRASCOLENDAS.

Texas Univ., Austin. Center for Communication Research.

Pub Date Sep 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, *Bilingual Students, Elementary School Students, *Instructional Television, *Mexican Americans, Spanish Speaking

Identifiers—*Carrascolendas

A study was made of the relationship between the language dominance of a child and the effects of viewing a bilingual television program called Carrascolendas. A previous study showed that the program did have an effect on average knowledge gains among viewers. In order to ascertain whether these gains were in some way related to the language dominance of the child, an index was constructed to determine the child's language dominance—Spanish, English, or bilingual. When this index was correlated with gains made as a result of viewing the program, no significant evidence was found that the effects of viewing Carrascolendas were related to, or dependent upon, the child's language dominance. (JY)

ED 066 059

EM 010 303

Graubard, Allen

Alternative Education: The Free School Movement in the United States.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 72

Contract—OEC-1-070-873-4581

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Innovation, *Educational Policy, Educational Practice, Elementary Schools, *Experimental Schools, High Schools, Open Education, Resource Guides

Identifiers—*Alternative Education, Free Schools

In this guide to alternative education, the theory and practice of the "free school" movement is discussed from a pedagogical and political viewpoint. The current state of free schools is described and four major types of free schools are identified: Summerhillian, parent-teacher cooperative, free high schools, community elementary. The political and social issues raised by the movement are discussed at some length. The effect of this movement on educational policy is projected. A list of resources is given which includes journals, articles, books, and people, and organizations. (JY)

FL

ED 066 060

FL 002 805

Niwa, Tamako

First Course in Japanese: Part 1.

Washington Univ., Seattle. Washington Foreign Language Program.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 71

Note—195p.

Available from—University of Washington Press, Seattle, Washington 98105 (\$6.00)

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, College Programs, Grammar, *Instructional Materials, *Instructional Program Divisions, *Japanese, *Language Instruction, Language Programs, *Language Skills, Manuscript Writing (Handlettering), Modern Languages, Secondary Schools, Verbs, Vocabulary Development

Identifiers—Katakana, Kirigana

This introductory text in Japanese is closely patterned after the text "Basic Japanese for College Students" and allows for variable rates of student achievement. The romanized texts in the three-volume series contain four units consisting of 32 lessons with four review lessons. Each lesson is composed of a pattern passage, grammar, explanation, drills, cultural notes, and exercises. Unit One introduces the semi-formal level verbs while Unit Two emphasizes the verbal adjective. The text treats: (1) the verb, (2) the verbal adjective, (3) the copula, (4) particles, (5) "sono-type" noun modifiers, and (6) nouns. Grammatical analysis is based on modern linguistic concepts rather than traditional Japanese grammar.

Cultural materials are integrated with grammar instruction. This text includes a vocabulary index by lesson, an alphabetical vocabulary index, and a grammar index. For the companion documents, see FL 002 806 and FL 002 807. (RL)

ED 066 061

FL 002 806

Niwa, Tamako

First Course in Japanese: Part 2.

Washington Univ., Seattle. Washington Foreign Language Program.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 71

Note—233p.

Available from—University of Washington Press, Seattle, Washington 98105 (\$6.00)

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, College Programs, Grammar, *Instructional Materials, *Instructional Program Divisions, *Japanese, *Language Instruction, Language Programs, *Language Skills, Manuscript Writing (Handlettering), Modern Languages, Secondary Schools, Verbs, Vocabulary Development

Identifiers—Katakana, Kirigana

This introductory text in Japanese is closely patterned after the text "Basic Japanese for College Students" and allows for variable rates of student achievement. The romanized texts in the three-volume series contain four units consisting of 32 lessons with four review lessons. Each lesson is composed of a pattern passage, grammar, explanation, drills, cultural notes, and exercises. Unit Three concentrates on complex verb forms and conjunctions while Unit Four treats polite or honorific language. The text treats: (1) the verb, (2) the verbal adjective, (3) the copula, (4) particles, (5) "sono-type" noun modifiers, and (6) nouns. Grammatical analysis is based on modern linguistic concepts rather than traditional Japanese grammar. Cultural materials are integrated with grammar instruction. This text includes a vocabulary index by lesson, an alphabetical vocabulary index, and a grammar index. For the companion documents, see FL 002 805 and FL 002 807. (RL)

ED 066 062

FL 002 807

Niwa, Tamako

First Course in Japanese: Character Workbook.

Washington Univ., Seattle. Washington Foreign Language Program.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 71

Note—54p.

Available from—University of Washington Press, Seattle, Washington 98105 (\$2.00)

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, College Programs, Grammar, *Instructional Materials, *Instructional Program Divisions, *Japanese, *Language Instruction, Language Programs, *Language Skills, Manuscript Writing (Handlettering), Modern Languages, Secondary Schools, Verbs, Vocabulary Development, Worksheets

Identifiers—Katakana, Kirigana

This character workbook is an introduction to Japanese writing designed to be used in conjunction with Parts One and Two of this introductory course in Japanese. All the "hiragana", several "katakana", and 88 Japanese characters are introduced in this text. The workbook, consisting of 30 lessons, is divided into three parts. Exercises are coordinated with the romanized texts. This workbook adheres to the prescription issued by the Japanese government concerning "kana" orthography. For the companion documents, see FL 002 805 and FL 002 806. (RL)

ED 066 063

FL 003 064

Kevis, David E.

Letters and American Literacy.

Pub Date 72

Note—120p.

Available from—D. Ernest Kevis, General Delivery, Ocean City, New Jersey 08226 (\$20.00, cash in advance)

Document Not Available from EDRS.

Descriptors—Alphabets, *Articulation (Speech), Diachronic Linguistics, Language Skills, Language Usage, *Literacy, Literature, *Orthographic Symbols, Phonetics, Physiology, Pronunciation, Psycholinguistics, *Reading Instruction, Speech, Spelling, Symbolism,

Teaching Techniques, Visual Perception, Writing, *Written Language

The work itself should help a person who is going to teach reading and writing. Practical suggestions are offered in the final two chapters, while the opening three give intellectual perspectives. A theme binds the work of letting the consciousness of writing as a visual system be increased and of breaking the spell by which letter phonetics can stereotype perception of speech, by distinguishing phonetic letter symbols from other letter symbols. The historical perspective of the first chapter points up the disposition of modern orthography; the phonetic perspective highlights dangers of symbolism and concepts of speech, presenting a pictorial articulation notation system based on work of, among others, the father of Alexander Graham Bell. The middle chapter develops a broad but simple theory of language and literature's relation to it, offering new literary terms and a pronunciation coding system that is philosophically considered. It avoids matters of literary rhetoric. Hopefully, this research can benefit a professional who assists students in their reading. (Author)

ED 066 064

FL 003 086

Lipsett, Dale F. Poelman, James S.

Chinese Mandarin Advanced Course: Newspaper and Periodicals Reader.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—06CM24

Pub Date Mar 72

Note—201p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Chinese, Chinese Culture, *Instructional Materials, Intensive Language Courses, *Mandarin Chinese, *Newspapers, *Periodicals, Reading Comprehension, *Reading Skills, Vocabulary Development

This reader provides supplementary materials for improvement of reading fluency and expansion of vocabulary for advanced students of Chinese. It familiarizes students with terminology used in mainland China publications. Twenty articles, taken from several newspapers, are compiled in this reader. Vocabulary lists are provided for each selection. Topics range from ping pong to politics. For the companion document, a Mandarin Chinese glossary, see FL 003 088. (RL)

ED 066 065

FL 003 088

Lipsett, Dale F. Poelman, James S.

Chinese Mandarin Advanced Course: Glossary for Newspaper and Periodicals Reader.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—06CM24

Pub Date Mar 72

Note—126p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Chinese, Chinese Culture, *Glossaries, *Instructional Materials, Intensive Language Courses, *Mandarin Chinese, *Newspapers, *Periodicals, Reading Comprehension, Reading Skills, Vocabulary Development

This computer-produced glossary is a companion volume to the "Newspaper and Periodicals Reader" used in the "Chinese Mandarin Advanced Course" developed by the Defense Language Institute. The glossary is sorted according to Standard Telegraphic Code group order. In order to use the work, it is recommended that either "BIAZHUN DIANMA BEN" (People's Postal and Telecommunications Publishing House), "BEIJING" (1967), or Volume One of "A General and Technical Chinese-English Dictionary" (McGraw-Hill Book Company, 1963) be used as a reference. For the companion document see FL 003 086. (RL)

ED 066 066

FL 003 111

Questionnaire: Parent Attitude toward Bilingual Education.

Las Cruces School District, N. Mex.; National Consortia for Bilingual Education, Fort Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Children, English (Second Language), Interviews, Language Instruction, *Parent Attitudes, *Questioning Techniques, *Questionnaires, Second Language Learning, Spanish, *Spanish Speaking

This instrument was developed for use with parents of children participating in bilingual education programs. The questions (in both Spanish and English) solicit information concerning parental attitudes toward their children's schooling. The questions are provided along with suggestions for administering the questionnaire and for using the resulting information. (VM)

ED 066 067 48 FL 003 190

Aboud, Peter And Others

Modern Standard Arabic: Intermediate Level, Part I, Lessons 1-13.

Michigan Univ., Ann Arbor. Center for Near Eastern and North African Studies.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 71

Contract—OEC-0-71-3154

Note—277p.

Available from—Center for Near Eastern and North African Studies, Ann Arbor, Michigan 48104 (\$4.50; Parts 1-3, \$9.00)

Document Not Available from EDRS.

Descriptors—*Arabic, Audiolingual Skills, Basic Skills, *College Language Programs, *Instructional Materials, Language Programs, Listening Skills, Modern Languages, Reading Skills, *Semitic Languages, *Textbooks

This volume, the first of three texts for use in intermediate Arabic language courses, contains 13 lessons, each consisting of five main parts. They include: (1) preparatory sentences, the text, and drills, (2) grammar notes and drills, (3) taped selections for development of oral comprehension and drill, (4) review materials, and (5) reading selections for extensive reading. Two main objectives are stated for this course: to develop the student's ability to read and comprehend Modern Standard Arabic and to develop aural comprehension of the language as it is spoken officially. Students are expected to have mastered "Elementary Modern Standard Arabic" before attempting this program. The entire course contains 30 lessons, primarily written in Arabic script. For Part 2 (lessons 14-30) and Part 3 (drills, glossary, and indexes), see FL 003 191 and FL 003 192. (RL)

ED 066 068 48 FL 003 191

Aboud, Peter And Others

Modern Standard Arabic: Intermediate Level, Part II, Lessons 14-30.

Michigan Univ., Ann Arbor. Center for Near Eastern and North African Studies.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 71

Contract—OEC-0-71-3154

Note—250p.

Available from—Center for Near Eastern and North African Studies, Ann Arbor, Michigan 48104 (\$4.50; Parts 1-3, \$9.00)

Document Not Available from EDRS.

Descriptors—*Arabic, Audiolingual Skills, Basic Skills, *College Language Programs, *Instructional Materials, Language Programs, Listening Skills, Modern Languages, Reading Skills, *Semitic Languages, *Textbooks

This volume, the second of three texts for use in intermediate Arabic language courses, contains 17 lessons, each consisting of five main parts. Lessons 11 to 20 do not provide English translations for full sentences. The remaining lessons (21-30) are devoted to developing reading skills and bringing the student to the advanced level. The lessons include five main parts: (1) preparatory sentences, the text, and drills, (2) grammar notes and drills, (3) taped selection for development of oral comprehension and drill, (4) review materials, and (5) reading selections for extensive reading. Two main objectives are stated for this course: to develop the student's ability to read and comprehend Modern Standard Arabic and to develop aural comprehension of the language as

it is spoken officially. Students are expected to have mastered "Elementary Modern Standard Arabic" before attempting this program. For Part 1 (lessons 1-13) and Part 3 (drills, glossary, and indexes), see FL 003 190 and FL 003 192. (RL)

ED 066 069 48 FL 003 192

Aboud, Peter And Others

Modern Standard Arabic: Intermediate Level, Part III, Drills, Glossary and Indexes.

Michigan Univ., Ann Arbor. Center for Near Eastern and North African Studies.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 71

Contract—OEC-0-71-3154

Note—265p.

Available from—Center for Near Eastern and North African Studies, Ann Arbor, Michigan 48104 (\$4.50; Parts 1-3, \$9.00)

Document Not Available from EDRS.

Descriptors—*Arabic, Audiolingual Skills, Basic Skills, *College Language Programs, *Instructional Materials, Language Programs, Listening Skills, Modern Languages, Reading Skills, *Semitic Languages, *Textbooks

This volume, the last in a three-volume series for use in intermediate Arabic language courses, is intended primarily for use outside of class. All written drills are contained in it, including those that test the student's comprehension of passages in Parts 3 and 5, the more complex drills on grammar, and most of the review drills in the first two volumes of the series. The drills in the textbook and workbook are combined into a single numbering sequence, with an indication given in the textbook as to which drills are in the workbook. The workbook also contains two indexes and a glossary. For Part 1 (lessons 1-13) and Part 2 (lessons 14-30), see FL 003 190 and FL 003 191. (RL)

ED 066 070 48 FL 003 198

Di Pietro, Robert J.

Language Structures in Contrast.

Pub Date 71

Note—193p.

Available from—Newbury House Publishers, 68 Middle Road, Rowley, Mass. 01969 (\$7.95)

Document Not Available from EDRS.

Descriptors—Advanced Students, *Applied Linguistics, *Comparative Analysis, *Contrastive Linguistics, *Language Instruction, Language Universals, Linguistic Theory, Phonology, *Second Language Learning, Semantics, Syntax, Teacher Education, Textbooks, Transformation Generative Grammar, Vocabulary

This book is intended for use in a course on linguistics for students who, having had some introduction to the field, wish to consider the ways in which linguistic theory can be applied to the practical matter of contrasting languages. The intention is to present some of the contemporary themes of linguistics to advanced students who eventually may have the need to implement them in language teaching or in designing new instructional programs. Chapters included in the book cover developments in contrastive analysis, theory and procedures, multidimensional aspects of language design, syntax, semantics, lexicon, phonology, and contrastive analysis and the foreign language teacher. (Author/VM)

ED 066 071 48 FL 003 272

Bases para el Curriculum de las Escuelas de Nivel Elemental (Bases for the Elementary School Curriculum).

Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro Nacional de Documentacion e Informacion Educativa.

Pub Date Jan 71

Note—359p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Curriculum Design, Curriculum Development, *Curriculum Guides, Educational Improvement, *Educational Objectives, *Educational Planning, *Elementary Education, Elementary Grades, Elementary School Curriculum, Elementary School Mathematics, Elementary Schools, Elementary School Science, Guidelines, International Education, Learning Activities, Teaching Methods

Identifiers—*Argentina

This document proposes a detailed foundation for curriculum planning in grades 1, 2, and 3 in the Argentine elementary schools. The book covers such topics as curriculum objectives, con-

tents and activities, personalization and individualization, socialization and regionalization, quality, organization, and suggestions for subject matter and learning activities in particular areas. The ideas allow each school the freedom to elaborate on its own curriculum—choosing, adapting, and adding activities, contents, and methodologies. A general bibliography is included along with a glossary of important terms. (VM)

ED 066 072 48 FL 003 273

Estaduto del Docente: Modificaciones Introducidas entre el Mes de Junio de 1967 y Setiembre de 1970 (Teacher Regulations: Changes Made between June 1967 and September 1970).

Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro Nacional de Documentacion e Informacion Educativa.

Pub Date Mar 71

Note—214p.; Serie Legislacion Educativa Argentina, 2

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrator Selection, Adult Education, *Educational Administration, *Educational Legislation, Higher Education, International Education, Secondary Education, *Teacher Certification, Teacher Employment, *Teacher Promotion, Teacher Qualifications, Teacher Retirement, Teachers, Teacher Salaries, *Teacher Supervision

Identifiers—*Argentina

This booklet contains the modifications made in the regulations governing the teaching profession in Argentina between June 1967 and September 1970. Regulations cover the qualifications and requirements for certification, promotion, and retirement and the mechanics for classification and advancement. (VM)

ED 066 073 48 FL 003 292

Institutos Superiores de Formacion Docente: Profesorado de Nivel Elemental (Higher Institutes for Teacher Training: Elementary School Teachers).

Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro Nacional de Documentacion e Informacion Educativa.

Pub Date 70

Note—61p.; Serie La Reforma Educativa, 6

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Legislation, *Educational Planning, Elementary Education, *Elementary School Teachers, Government Role, International Education, *Teacher Education, *Teachers Colleges

Identifiers—*Argentina

This booklet describes and explains the Argentine educational reform, instituted in March 1971, concerning the training of elementary school teachers in institutions of higher learning. The legislation cited here establishes areas of study and qualifications. The document also contains a discussion of previous teacher education and the bases and objectives of the present educational reform. (VM)

ED 066 074 48 FL 003 335

Plan de estudios de nivel secundario para adultos (Study Plan for Adult Secondary Education).

Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro Nacional de Documentacion e Informacion Educativa.

Pub Date 70

Note—13p.

Journal Cit—Boletin del Centro Nacional de Documentacion e Informacion Educativa, Parte II: Informaciones; n7 p2-14 Jul-Aug 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Education Programs, Curriculum Design, Educational Experiments, Educational Legislation, *Educational Objectives, Educational Philosophy, *Educational Planning, *International Education, Professional Education, Program Evaluation, *Secondary Education, Spanish Speaking

Identifiers—Latin America

This document describes an experimental, multinational plan for adult secondary education sponsored through the Organization of American States and the Argentine Ministry of Culture and Education. General and specific goals of the program are listed here along with details of the proposed curriculum and areas of study, entrance requirements, evaluation and promotion, and the location of experimental centers. (VM)

48 Document Resumes

ED 066 075 FL 003 344
Guidelines for Educational Programs in the Commonwealth of Pennsylvania for Children Whose Dominant Language Is Not English.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date [May 72]

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Bilingual Education, Children, Community Involvement, Definitions, Educational Legislation, *Educational Objectives, *Educational Programs, *English (Second Language), Guidance Services, *Guidelines, Instructional Programs, Linguistic Competence, Non English Speaking, Pupil Personnel Services, School Funds, Special Education, Teacher Role, Teaching Models, Workshops

Identifiers—*Pennsylvania

The guidelines presented in this document aim toward carrying out Pennsylvania's responsibility to educate non-English-speaking children within its borders as efficiently and satisfactorily as possible. Remarks describe the rationale for the problem and provide ideas on funding, relevant educational legislation, classifications for varying language competence, and educational objectives. Several different kinds of programs, both bilingual education and English-as-a-second-language types, are discussed. One section describes pupil personnel services such as guidance, counseling, pupil assessment, pupil records, career and curriculum planning, referral services, psychological and health services, and social work services. Community and parental involvement are considered, and concluding remarks concern staffing for bilingual programs. (VM)

ED 066 076 FL 003 349

Larson, Donald N. Smalley, William A.

Becoming Bilingual: A Guide to Language Learning.

Pub Date 72

Note—426p.; Pre-publication edition

Available from—Practical Anthropology, P.O. Box 1041, New Canaan, Conn. 06840 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Adults, Applied Linguistics, Bilingual Education, *Bilingualism, *Cultural Education, Dialects, Educational Practice, *Habit Formation, Language Instruction, Language Patterns, Language Styles, Learning Motivation, Learning Theories, *Second Language Learning, Teaching Methods, Teaching Techniques

Becoming bilingual as defined in this book is a process by which an adult acquires an additional language in the environment in which it is spoken, surrounded by the culture in which it is used. The book seeks to present the learner with an integrated and systematic treatment of his task—linguistic, cultural, and practical—in learning a new language abroad. The authors believe that habit formation and practice have important roles in the language learning process. Cultural alienation is seen as the primary problem in living abroad, and learning the local language is a major factor in adjustment to new surroundings. The book covers such topics as motivation, language learning, programs, opportunities, techniques for learning a language, and widening one's range of communication. (VM)

ED 066 077 FL 003 351

Majstorovic, Stevan

Cultural Policy in Yugoslavia.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—81p.

Available from—Unipub, Inc., P.O. Box 433, New York, N.Y. 10016 (\$2.00)

Document Not Available from EDRS.

Descriptors—Administrative Organization, *Art Activities, Art Appreciation, *Cultural Activities, Cultural Events, Cultural Opportunities, Cultural Pluralism, Culture, *Government Role, Institutional Administration, *National Programs, *Policy Formation, Serbocroatian, Slavic Languages, State Government

Identifiers—*Yugoslavia

This text, one of a series focusing on various UNESCO Member States, examines how cultural policies are planned and implemented within those nations. The study is limited in scope to institutions and activity directly concerned with the

arts. The focus of attention is directed to examination of the principles and methods of cultural policy, planning and financing, the organization of resources, legislation, budgeting, public and private institutions, cultural content in education, cultural autonomy and decentralization, the training of personnel, institutional infrastructures for meeting specific cultural needs, the safeguarding of the cultural heritage, institutions for the dissemination of the arts, international cultural cooperation, and related subjects. It is suggested that these studies can provide guidelines to countries which have yet to establish cultural policies on a national basis. (RL)

ED 066 078 FL 003 352

Bibliographie Moderner Fremdsprachenunterricht, 3(1972)Nr.1 (Bibliography: Modern Foreign Language Instruction, 1972. Volume 3, Number 1).

Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Pub Date 72

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, Bilingualism, Cultural Education, *Documentation, English (Second Language), Grammar, Information Dissemination, Information Retrieval, *Information Systems, *Language Instruction, Language Laboratories, Linguistics, *Modern Languages, Programmed Instruction, Subject Index Terms, Teacher Education, Teaching Methods, Teaching Techniques

This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research, a center similar to the clearinghouses in the Educational Resources Information Center (ERIC). Most of the 242 entries appeared in 1971. The sections of the bibliography include: (1) an alphabetical listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items; and (3) a subject index developed from the descriptor terms assigned to each entry in the first section. A list of journals cited, an author index, and a listing of other bibliographies on the topic are included. (WB)

ED 066 079 FL 003 354

Carrington, L. D. And Others

Linguistic Exposure of Trinidadian Children.

University of the West Indies, St. Augustine (Trinidad). Inst. of Education.

Report No.—P-15

Pub Date Apr 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African Languages, *Children, Chinese, Creoles, Cultural Background, *English (Second Language), French, Hindi, Instructional Materials, *Language Instruction, *Language Planning, Language Research, Language Role, *Multilingualism, Questionnaires, Spanish, Tables (Data), Teacher Education, Teaching Methods

Identifiers—*Trinidad

The great diversity in the linguistic backgrounds of children in Trinidad could be a significant factor in problems in English language learning and teaching. To investigate this possibility, teachers have been completing questionnaires concerning the linguistic background and regular exposure to Hindi, French Creole, Spanish, or Chinese, of some of their pupils. The findings of the survey can have implications for language courses, instructional materials, teacher education, and teaching methods. (VM)

ED 066 080 FL 003 355

Sticht, Thomas G.

Mental Aptitude and Comprehension of Time-Compressed and Compressed-Expanded Listening Selections.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-PP-6-72

Pub Date Mar 72

Note—11p.; Reprint from Journal of Auditory Research; v10 p103-109 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Speech), Audiometric Tests, Audiometrists, Comprehension, Elec-

tromechanical Technology, *Experiments, *Information Processing, *Language Research, *Listening Comprehension, Machine Translation, Phonemes, Phonology, Psycholinguistics, Speech, *Speech Compression

The comprehensibility of materials compressed and then expanded by means of an electromechanical process was tested with 280 Army inductees divided into groups of high and low mental aptitude. Three short listening selections relating to military activities were subjected to compression and compression-expansion to produce seven versions. Data indicate that expanding previously compressed materials to restore the word rate to normal may restore the comprehension of the material to very near normal when the compression/expansion is limited to 40%. Present results substantiate findings that factors limiting the comprehensibility of rapid speech reside more with the inability of the listener to process rapid rates of speech than with the signal distortion produced by the equipment or compression process. (Author)

ED 066 081 FL 003 362

Armagost, James L.

English Declarative Tags, Intonation Tags, and Tag Questions. Volume 10.

Washington Univ., Seattle.

Pub Date 72

Note—57p.; Studies in Linguistics and Language Learning

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deep Structure, Descriptive Linguistics, *English, Grammar, Intonation, *Language Research, Linguistic Theory, Semantics, *Sentence Structure, Structural Analysis, Surface Structure, *Syntax, Transformation Generative Grammar, *Transformations (Language), Transformation Theory (Language), Verbs

This paper seeks to discover the rules active in the formation of tags (intonation tags, declarative tags, and tag questions) in English. The author discusses former analyses of these constructions and presents his own thoughts with many examples, concluding that English has at least two tag formation rules: one that accounts (perhaps inadequately) for both declarative and intonation tags, and another that accounts (in not totally understood ways) for tag questions. An appendix lists the verbs which, in the author's opinion, can take complement tags. A bibliography is included. (Author/VM)

ED 066 082 FL 003 364

De Todo un Poco (A Little of Everything).

Chicago Public Schools, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 72

Note—137p.

EDRS Price MF-\$0.64 HC-\$6.58

Descriptors—*Bilingual Education, Bilingualism, *Cultural Awareness, Cultural Differences, *Cultural Education, Cultural Pluralism, Educational Games, Educational Needs, English (Second Language), Ethnic Groups, *Foreign Students, Instructional Materials, Language Programs, *Learning Activities, Non English Speaking, Self Concept, Spanish Speaking, Teaching Techniques

This document seeks to underline the importance of cultural awareness by providing examples of the folkways, customs, art, traditions, and life styles of different ethnic groups. Included here are teaching techniques designed to motivate understanding of the universality of man and to show how cultural differences enrich everyone's life. Suggestions are offered to teachers, and examples of activities for and by students are provided. The document concerns such diverse topics as free pamphlets available on bilingual and bicultural education, statistics on foreign speakers in Chicago, communication problems, international geographical facts, and cultural insights into many different countries, especially through the eyes of children from those countries. (VM)

ED 066 083 FL 003 365

Spector, Sima

Patterns of Difficulty in English in Bilingual Mexican-American Children.

Pub Date Feb 72

Note—34p.; Masters thesis

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingualism, Children, Comparative Analysis, Contrastive Linguistics, Educational Experiments, Educational Problems, Educational Research, *English (Second Language), Environmental Influences, *Error Patterns, *Language Development, Language Proficiency, Learning Difficulties, Literature Reviews, Masters Theses, *Mexican Americans, Spanish, Standard Spoken Usage, Syntax

The purpose of this study is to examine the English-language performance of bilingual children so that patterns of difficulty may be ascertained and intelligent decisions can be made in designing language training for these students. The document first provides a review of relevant literature defining bilingualism, inherent characteristics of bilingualism, academic and psychological problems created by bilingualism, and essentials of language proficiency, and discusses specific patterns of difficulty to be expected in English-language performance. The author then describes an experiment conducted among 15 bilingual and 15 monolingual children to determine patterns of difficulty. The details and results are reported along with a discussion of implications. Findings confirm the investigations and statements of linguists as to areas of difficulty for bilingual speakers; however, the similarity of performance by their monolingual English-speaking peers indicates that other dynamics influence the language development of children in both groups. These factors must also be investigated. (Author/VM)

ED 066 084 FL 003 366

Michel, Joseph. *Patin, Paul*
Some Techniques for Teaching Vocabulary. ERIC Focus Reports on the Teaching of Foreign Languages, Number 27.

American Council on the Teaching of Foreign Languages, New York, N.Y.; ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—Modern Language Association of America, New York, N.Y.; National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Vocabulary, Developmental Vocabulary, Instructional Program Divisions, Language Development, *Language Instruction, Language Skills, *Modern Languages, *Teaching Methods, *Vocabulary Development, *Vocabulary Skills, Word Frequency

Discussion of techniques for teaching vocabulary in language programs centers on five major areas: (1) "knowing" the word, (2) selection of vocabulary, (3) grading vocabulary for presentation, (4) teaching methods, and (5) vocabulary expansion in advanced levels. Theory of vocabulary instruction is largely supported by writings of Nelson Brooks, Robert Lado, and William Mackey. The general frame of reference for this study rests on the authors' belief that "the ultimate (instructional) objective must be the language as the native speaker uses it, both publicly and privately, and all that this use involves concerning sounds, graphic symbols, meaning, and cultural values. There must be some knowledge of the second language as it is possessed by a true bilinguist." (RL)

ED 066 085 FL 003 395

McCulloch, John I. B., Ed.
English Around the World, Number 6. English-Speaking Union of the U. S., New York, N.Y.

Pub Date May 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *English (Second Language), *Foreign Countries, Foreign Culture, Language Instruction, Language Planning, *Language Programs, *Language Role, Modern Languages, Newsletters, Non English Speaking, Official Languages, Second Language Learning, Second Languages, Teacher Education

Identifiers—Afghanistan, Africa, Belgium, Hungary, Poland, Singapore, Venezuela

This newsletter discusses the teaching and role of English around the world. Articles also cover English-language media in a given country, and the opportunity and need for understanding and

speaking English in that country. This particular issue contains items on English-language education and use in Belgium, Poland, Afghanistan, Hungary, Singapore, Venezuela, and Francophone Africa. (VM)

ED 066 086 FL 003 399

McCulloch, John I. B., Ed.
English Around the World, Number 5. English-Speaking Union of the U. S., New York, N.Y.

Pub Date Nov 71

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *English (Second Language), *Foreign Countries, Foreign Culture, Language Instruction, Language Planning, *Language Programs, *Language Role, Modern Languages, Newsletters, Non English Speaking, Official Languages, Second Language Learning, Second Languages

Identifiers—Africa, Burma, Mexico, Somalia, West Germany

This newsletter discusses the teaching and role of English around the world. Articles also cover English-language media in a given country, and the opportunity and need for understanding and speaking English in that country. This particular issue contains items on English-language education and use in Africa, Mexico, St. Martin, Burma, West Germany, and Somalia. (VM)

ED 066 087 FL 003 400

McCulloch, John I. B., Ed.
English Around the World, Number 4. English-Speaking Union of the U. S., New York, N.Y.

Pub Date May 71

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *English (Second Language), *Foreign Countries, Foreign Culture, Language Instruction, Language Planning, *Language Programs, *Language Role, Modern Languages, Newsletters, Non English Speaking, Official Languages, Second Language Learning, Second Languages

Identifiers—India

This newsletter discusses the teaching and role of English around the world. Articles also cover English-language media in a given country, and the opportunity and need for understanding and speaking English in that country. This particular issue contains items on English-language education and use in India. (VM)

ED 066 088 FL 003 401

McCulloch, John I. B., Ed.
English Around the World, Number 3. English-Speaking Union of the U. S., New York, N.Y.

Pub Date Nov 70

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *English (Second Language), *Foreign Countries, Foreign Culture, Language Instruction, Language Planning, *Language Programs, *Language Role, Modern Languages, Newsletters, Non English Speaking, Official Languages, Second Language Learning, Second Languages

Identifiers—Finland, Iceland, Iran, Norway, Philippines, Yugoslavia

This newsletter discusses the teaching and role of English around the world. Articles also cover English-language media in a given country, and the opportunity and need for understanding and speaking English in that country. This particular issue contains items on English education and use in Yugoslavia, Norway, Iceland, Finland, Kenya, Pakistan, Cyprus, Ethiopia, the Philippines, Australia, Iran, and Japan. (VM)

ED 066 089 FL 003 402

McCulloch, John I. B., Ed.
English Around the World, Number 2. English-Speaking Union of the U. S., New York, N.Y.

Pub Date May 70

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *English (Second Language), *Foreign Countries, Foreign Culture, Language Instruction, Language Planning, *Language Programs, *Language Role, Modern Languages, Newsletters, Non English Speaking, Official Languages, Second Language Learning, Second Languages

Identifiers—Israel, Jordan, Malaysia, Morocco, Singapore, Tunisia, United Nations

This newsletter discusses the teaching and role of English around the world. Articles also cover English-language media in a given country, and the opportunity and need for understanding and speaking English in that country. This particular issue contains items on English-language education and use in Malaysia, Singapore, Israel, Jordan, Tunisia, and Morocco. The initiated article in this issue discusses the use of English at the United Nations. (VM)

ED 066 090 FL 003 446

Experimental Study of Learning French in the Public Schools: Report #1, 1959-60. Toronto Board of Education (Ontario). Research Dept.

Pub Date [61]

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Experiments, *French, *Language Instruction, Language Research, Learning Processes, Learning Theories, *Modern Languages, *Secondary Schools, Teaching Methods

An experiment in language instruction undertaken in Canadian junior high schools during the 1960-61 school year is reported in this study. The pilot project: (1) examines the phenomena of learning to comprehend and speak French through two different but direct modes of instruction; (2) compares by achievement tests the results of the two modes of instruction; and (3) examines the effects on the regular school curriculum of the introduction of another subject. Experimental design, program implementation, results, and statistical data are included. (RL)

ED 066 091 FL 003 476

Froning, Dorothy
Vocational Opportunities for the Foreign Language Major. Kansas State Univ., Wichita.

Pub Date Nov 71

Note—4p.

Journal Cit—Wichita State University Foreign

Language Summary; v6 n2 p3-6 Nov 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Opportunities, *College Majors, *Employment Qualifications, Job Skills, Languages, Language Skills, *Modern Languages, Occupational Guidance, Vocational Development, *Vocational Education

Vocational opportunities for the language major are classified in two major groups in this article. The first focuses on vocations in which a knowledge of a language is the prime requisite for employment; the second group concerns vocations in which knowledge of a technical skill, trade, business, or profession and a knowledge of a second language are required. Comments are intended for those seeking positions in education, business, and government. Other career opportunities in travel, libraries, and publishing are cited. A short bibliography is included. (RL)

ED 066 092 FL 003 481

Choosing Texts: A Checklist for Teachers of French, Vol. I, No. 1.

Pub Date 72

Note—112p.

Available from—Dr. Aida Mastrangelo, Box 306, Cooper Station, New York, N.Y. 10003 (\$10.00 for spring and fall issues)

Document Not Available from EDRS.

Descriptors—Anthologies, Biographies, *Booklists, Composition (Literary), Culture, Drama, *French, French Literature, *Instructional Materials, *Instructional Program Divisions, Language Instruction, Literary Genres, Modern Languages, Novels, Phonetics, Poetry, Reference Books, Reference Materials, Short Stories, *Textbooks

This guide cites more than 1,000 textbooks for use in French programs at all levels of instruction. Entries are coded by the author's or editor's surname and include brief annotations, bibliographic data, availability, and price. The category index includes: (1) introductory, intermediate, and advanced texts, (2) composition and conversation texts, (3) readers, (4) anthologies and literary selections, (5) biographies, (6) civilization and culture, (7) essays, (8) explication de texte, (9) novels, (10) phonetics, (11) plays, (12) poetry, (13) reading skills, (14) reference works, (15) short stories, (16) supplementary works, (17) surveys of literature, and (18) books written

in English or in English translation. An author and title index, list of addresses of publishers, and other useful addresses are included. (RL)

ED 066 093 FL 003 484

Bruner, Karen, Comp.

Research, Study, Travel & Work Abroad: Opportunities and Information for Students and Teachers.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—OE-14157

Pub Date 71

Note—20p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO HE 5.214:14157, \$20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Education, Cross Cultural Training, Instructional Trips, *Intercultural Programs, *International Education, International Organizations, Overseas Employment, *Research Opportunities, *Study Abroad, Teacher Employment, Teacher Exchange Programs, Tourism, *Travel

The material in this pamphlet, compiled by the Institute of International Studies, is based on requests for information by students and teachers concerning research, study, travel, and work abroad. Two major sections are provided. The first treats United States government-sponsored opportunities and includes: (1) lecturing and advanced research awards, (2) faculty research awards, (3) doctoral dissertation fellowships, (4) graduate fellowships, (5) loans for overseas study, (6) teacher exchange, (7) summer seminars abroad, and (8) teaching abroad in American schools. The second section deals with non-government sources of information from: (1) the Institute of International Education, (2) the Council on International Educational Exchange (CIEE), (3) the European Student Travel Center-Student Overseas Flights for Americans (SOFA), (4) the British Universities Student Travel Association, (5) the German Student Travel Service, (6) the Office du Tourisme Universitaire, and (7) the Tourisme des Etudiants et de la Jeunesse (Belgium). Selected references are included. (RL)

ED 066 094 FL 003 485

Ehrman, Madeline E. Sos, Kem

Contemporary Cambodian: Grammatical Sketch. Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Spons Agency—Defense Language Inst., Washington, D.C.

Pub Date 72

Note—126p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO O-485-392-88, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adverbs, *Cambodian, *Form Clauses (Languages), *Grammar, *Instructional Materials, Intensive Language Courses, *Language Instruction, Language Usage, Modern Languages, Nominals, Phonology, Syntax, Uncommonly Taught Languages, Verbs, Vocabulary, Word Recognition

This is the first of seven interrelated volumes comprising "Contemporary Cambodian". Other texts in the series include introductory lessons, four topic-oriented textbooks, and a comprehensive Cambodian-English English-Cambodian glossary. This volume is a description of aspects of Cambodian grammar and usage. Chapters concentrate on phonology, syntax, word classes, nominals, verbals, adverbials, relators, and vocabulary and usage. Appendixes contain summaries of some important words and a section on Cambodian names and titles. (RL)

ED 066 095 FL 003 486

Materials Acquisition Project, Volume 2, Number 8 [9].

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bilingual Education, Elementary Schools, Fles, History, Instructional Materials, Instructional Program Divisions, Language Arts, Natural Sciences, *Portuguese, Resource Guides,

*Resource Materials, Sciences, Secondary Schools, Social Sciences, *Spanish, Textbooks

Bibliographic data, physical characteristics, contents, prices, and ordering instructions for Spanish and Portuguese instructional materials are provided for each entry. Subject categories include general works, social science, language arts, pure science, technology, the arts, literature, and history. Materials are classified according to the Dewey decimal system by subject matter, with related subject areas utilized. The annotation provides an objective description of materials and often includes suggestions concerning appropriate grade level and utilization of materials. The bibliographic materials are generally adapted for use by bilingual teachers. Many works included in the compilation have been translated from foreign languages into Spanish. (RL)

ED 066 096 FL 003 491

Hasenauer, Gerard J.

An Open Letter to New Student Teachers.

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Instructional Program Divisions, *Language Instruction, Language Teachers, *Modern Languages, *Student Teachers, *Student Teaching, Teacher Education, *Teaching Methods

Practical advice is offered to the prospective practice teacher in this article. Comments focus on public relations, instructional materials, teaching methods, dress standards, student evaluation, and student-teacher relationships. (RL)

ED 066 097 FL 003 499

McGowan, Sister Jean Patricia

Measurement and Evaluation of Immersion-Type Teaching in Secondary Schools versus the Traditional Teaching Existing Today. Final Report.

Regina Dominican High School, Wilmette, Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-E-187

Pub Date Jun 72

Grant—OEG-5-72-0017-509

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *Conventional Instruction, *Educational Experiments, *Educational Innovation, Instructional Program Divisions, *Intensive Language Courses, Listening Comprehension, Modern Languages, Reading, Secondary Schools, Second Language Learning, *Spanish, Speaking, Teaching Methods, Writing

This study is designed to compare "traditional" and "immersion" methods of language instruction to determine whether the latter is a viable alternative in four-year, secondary-school language programs. Both methods are evaluated on the basis of student achievement in comprehension, speaking, reading, and writing skills in Spanish. The hypothesis tested—that the experimental group in Spanish immersion would achieve better in second language acquisition—is supported by all objective and subjective data. The report includes an introduction, objectives, procedure, results, conclusions, recommendations, and a bibliography. Tables of statistical data on student achievement are included. (RL)

ED 066 098 FL 003 502

Bibliographie Moderner Fremdsprachenunterricht, 3(1972)Nr.2 (Bibliography: Modern Foreign Language Instruction, 1972. Volume 3, Number 2).

Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Pub Date 72

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, Bilingualism, Cultural Education, *Documentation, English (Second Language), Grammar, Information Dissemination, Information Retrieval, *Information Systems, *Language Instruction, Language Laboratories, Linguistics, *Modern Languages, Programed Instruction, Subject Index Terms, Teacher Education, Teaching Methods, Teaching Techniques

This annotated bibliography on the teaching of modern foreign languages was prepared by the

West German documentation center dealing with foreign language research, a center similar to the clearinghouses in the Educational Resources Information Center (ERIC). Most of the 233 entries appeared in 1971. The sections of the bibliography include: (1) an alphabetical listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items; and (3) a subject index developed from the descriptor terms assigned to each entry in the first section. A list of journals cited, an author index, and a listing of other bibliographies on the topic are included. (WB)

ED 066 099 FL 003 505

Brod, Richard I.

Survey of Foreign Language Entrance and Degree Requirements for the Bachelor of Arts Degree in United States Institutions of Higher Education.

Modern Language Association of America, New York, N.Y.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Report No—P-0-7751

Pub Date Aug 72

Contract—OEC-0-70-4264-823

Note—62p.; Final Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bachelors Degrees, Classical Languages, *Degree Requirements, Enrollment Influences, Enrollment Rate, Enrollment Trends, *Graduation Requirements, *Language Enrollment, Modern Languages, National Surveys, Public Schools, *School Surveys, Secondary Schools, State Surveys, Statistical Data, Tables (Data)

This report is based on a questionnaire survey directed in Fall 1970 to foreign language department chairmen at 1,262 United States colleges and universities that grant the B.A. degree. Information was received from 1,034 chairmen at 822 different institutions. Detailed information from 786 institutions was supplemented by data taken from the current catalogues of 420 additional institutions, for a total of 1,206 institutions, or 96.1% of the total group surveyed. The report consists of an introductory summary of results, four detailed tables, an institutional directory, and a set of supplements to the directory. Two of the tables present a breakdown of data on requirement status by region and state, with comparative figures from surveys undertaken in 1965 and 1966. (Author/RL)

ED 066 100 48 FL 003 525

Thompson, Nancy A. Marx, Thomas F.

Special Approach to Spanish. Final Report.

Portland Public Schools, Maine.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-1-1049

Pub Date Jul 72

Contract—OEC-0-72-0239-823

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *Conventional Instruction, *Educational Experiments, Listening Comprehension, *Modern Languages, *Multimedia Instruction, Reading Comprehension, Second Languages, *Spanish, Speech Skills, Writing

This report describes an experiment which tests the effectiveness of a multimedia, continuous learning program in comparison with that obtained in a traditional Spanish language course. Results of the Modern Language Tests for Spanish I indicate that experimental and control groups were equal at the conclusion of one year of study in both the experimental and control groups. Introductory remarks, methods and procedures, results, conclusions, and statistical data are provided. (RL)

HE

ED 066 101 HE 002 951

Postgraduate Education for Medical Personnel in the USSR.

World Health Organization, Geneva (Switzerland).

Report No—WHO-PHP-39

Pub Date 70

Note—53p.

Available from—American Public Health Association, Inc., 1740 Broadway, New York, New York 10019 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Health Occupations Education, Health Services, *Higher Education, *International Education, *Medical Education, Medical Schools, Paramedical Occupations, *Professional Continuing Education, Public Health

In recent years it has become apparent that the system of continuing medical education developed in the USSR has reached a high level of achievement. At the invitation of the Ministry of Health of the USSR, an international study tour was organized by the World Health Organization to study the Soviet system. This report presents the findings of that tour group. The first section deals with the administration and staffing of health services in the USSR, including the organization of the public health services. The second section addresses itself to medical education, including undergraduate education, specialist postgraduate education and advanced postgraduate education. Section 3 describes the 2 institutes for advanced medical studies in the USSR, and the fourth section explores the various types of course offerings within the institutions. The fifth and final section is involved with the advanced training of special groups, such as medical teaching staff, public health administrators and paramedical personnel. (HS)

ED 066 102 HE 002 952

Charvat, Josef. And Others

A Review of the Nature and Uses of Examinations in Medical Education.

World Health Organization, Geneva (Switzerland).

Report No.—WHO-PHP-36

Pub Date 68

Note—80p.

Available from—The American Public Health Association, Inc., 1940 Broadway, New York, New York 10019 (\$1.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Evaluation Methods, *Higher Education, *Medical Education, *Medical Students, Physicians, *Student Evaluation

Those responsible for the health services of a country are concerned above all with the quantity and quality of the young physicians who graduate from the medical schools. Examinations of medical students provide medical teachers with feedback as to the quality of their students. This document presents a review of present examination practice in different areas, methods of examination in current use, and new developments in examination theory and practice. This last section includes discussions of: (1) the process approach to determining what a test measures; (2) critical requirements approach to determining what should be measured; (3) new techniques for determining the full range of professional competence; (4) new approaches to the reporting and analysis of examination data; (5) new approaches to the problem of setting standards of competence; and (6) new developments in the training of examiners. (HS)

ED 066 103 HE 002 954

The Training and Preparation of Teachers for Medical Schools with Special Regard to the Needs of Developing Countries.

World Health Organization, Geneva (Switzerland).

Report No.—WHO-TR-337

Pub Date 66

Note—31p.

Available from—Columbia University Press, International Documents Service, 2960 Broadway, New York, New York 10027 (\$5.60)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developing Nations, Health Occupations Education, *Higher Education, *Manpower Needs, Medical Consultants, Medical Education, *Medical Schools, *Physicians

One of the great paradoxes of our time is that while the population explosion indicates health services are effective in curing disease and maintaining life, a shortage of physicians to further cure illnesses and maintain life is in evidence. One of the major problems involved in this lack of physician manpower is that of a shortage of medical teachers. This problem is evident in developed nations, but is even more pronounced in underdeveloped or developing nations. Fortu-

nately, international exchange of medical teachers and cooperation in teacher training has permitted progress that few nations could have achieved by themselves. This document addresses the question of the training of medical teachers with special regard to the needs of developing countries. It is recommended that the World Health Organization take positive steps to create international centers to train medical teachers, both at stationary points and in travelling seminars. (HS)

ED 066 104 HE 002 961

Lyman, Katharine

Basic Nursing Education Programmes. A Guide to their Planning.

World Health Organization, Geneva (Switzerland).

Report No.—WHO-PHS-7

Pub Date 61

Note—83p.

Available from—Columbia University Press, International Documents Service, 2960 Broadway, New York, New York 10027 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Educational Administration, *Educational Planning, *Health Occupations Education, *Higher Education, International Education, Medical Education, *Nursing

This guide discusses some of the principles upon which sound planning for nursing education is based, and suggests procedures that may be helpful to those responsible for such planning. Particular reference has been made to countries where nursing education is developing and where international nursing advisers are assisting local nurses in their planning for the future. One major recommendation is made for administrators of nursing school programs in the planning of such programs: the plan must be made to fit the local situation and all who will have a part in carrying out the plan should have a share in making it. (Author/HS)

ED 066 105 HE 003 093

Kinton, Jack F., Ed.

Higher Education as a Social Problem: A Selective Bibliography.

Social Science and Sociological Resources, Mt. Pleasant, Iowa.

Pub Date Oct 71

Note—13p.

Available from—Social Science and Sociological Resources, 609 N. White Street, Mt. Pleasant, Iowa 52641 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Bibliographies, *Educational Environment, *Higher Education, *Social Influences, *Social Problems

This document presents a selective bibliography, a guide to periodical literature, and an annotated bibliography of manuscripts, articles and films that point to higher education as perpetuating certain social problems. Among the topics dealt with in the materials included in the document are: the survival of black colleges, campus political transformation, the college dropout, college education as a universal demand, college students' life styles and transition, drugs and the college subculture, faculty-student relations, financial crises in private liberal colleges, impersonality and the multiversity, the socio-economic and political status of students, the student as product, student radicals, student workers, and vocational careers and higher education. (HS)

ED 066 106 HE 003 254

Academic Master Planning in the California State University and Colleges 1972-73 through 1976-77.

California State Colleges, Los Angeles. Div. of Academic Planning.

Pub Date May 72

Note—224p.

Available from—Office of the Chancellor, The California State University and Colleges, 5670 Wilshire Blvd., Los Angeles, California 90036 (\$2.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Development, *Educational Development, *Educational Planning, Educational Research, *Higher Education, Institutional Research, *Statewide Planning
The California State University and Colleges have devised a system of academic Master Planning that allows them to design curricular

models for the future while at the same time evaluating their present curricular offerings. It provides for a continual curricular evaluation cycle for each campus within the system. The materials contained in this document comprise important elements in the Academic Master Planning process, but represent only a portion of the data and information involved in curricular planning. Section 1 contains the Academic Master Plan for each campus and includes a campus profile, i.e., a brief outline of information relative to the individual college and its planning. Section 2 correlates this information in a system-wide format, presents all existing and projected programs by subject area, as well as system-wide summaries of information in the campus profiles. Section 3 provides an overview of the many elements involved in planning and review and notes recent developments relative to these functions. Finally, Section 4 contains information on the increasingly important role of the California State University and Colleges in the area of continuing education. (HS)

ED 066 107 HE 003 260

Fletcher, Marjorie Amos, Comp.

The Open University, The External Degree and Non-Traditional Study. A Selected Annotated Bibliography.

American Coll. of Life Underwriters, Bryn Mawr, Pa.

Pub Date Feb 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Credentials, Degree Requirements, *Degrees (Titles), *Equivalency Tests, *Higher Education, *Special Degree Programs

The present documents offers a 78-item annotated bibliography on the topic of nontraditional studies and special degree programs. The bibliography grew out of an interest in published materials on various ways of meeting the special learning needs of adults. Materials included are essays, speeches, magazine articles, and reports of persons who have extensively researched the field of special degree programs. (HS)

ED 066 108 HE 003 267

Institutions of Higher Education Under the Fair Labor Standards Act.

Department of Labor, Washington, D. C. Wage and Hour Div.

Report No.—DOL-WH-1317

Pub Date Feb 72

Note—13p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Labor Laws, *Equal Opportunities (Jobs), *Higher Education, *Labor Laws, Labor Legislation, Laws, *Minimum Wage Laws

The Fair Labor Standards Act contains provisions and standards concerning minimum wages, equal pay, maximum hours and overtime pay, recordkeeping, and child labor. These basic requirements apply to employees engaged in interstate commerce or in the production of goods for interstate commerce and also to employees in certain enterprises that are so engaged. However, the law provides some specific exemptions from these requirements as to employees employed by certain establishments and in certain occupations. This publication provides general information concerning the application of the Fair Labor Standards Act to employees of private and public colleges and universities and other institutions of higher education. (Author/HS)

ED 066 109 HE 003 268

Cary, Gilbert. And Others

The Research System: Comparative Survey of the Organisation and Financing of Fundamental Research. Volume I: France, Germany, United Kingdom.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 72

Note—246p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N. W., Washington, D. C. 20006 (\$7.00)

Document Not Available from EDRS.

Descriptors—*Financial Support, *Higher Education, International Education, *Research, *Research Coordinating Units, *Scientific Research

This document presents a comparative survey of the organization and financing of fundamental research in France, Germany, and the United Kingdom. Part 1 is entitled "In Search of a Policy," and concludes that in industrialized countries, the range of models for the organization and financing of research is that of the responsibilities assigned to the sponsors of national research in the person of universities, firms, and government laboratories. Part 2 deals with the financing and organization of research in the universities and peripheral system, and the third part studies fundamental research and agencies in the government sector. The fourth and final part is concerned with fundamental research and technological application or the industry-science-university interface. (HS)

ED 066 110 HE 003 269

A Proposal for the Establishment of a University Senate for the Ohio State University (As amended through April 25, 1972).

Ohio State Univ., Columbus.

Pub Date 25 Apr 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Change, *Administrative Organization, *Educational Administration, *Governance, *Higher Education, *University Administration

This document presents a proposal for the establishment of a University Senate for the Ohio State University. The University Senate, subject to the authority of the Board of Trustees, shall have the power: (a) under delegation by the University Faculty to establish the educational and academic policies of the University, to recommend the establishment, abolition, and alteration of educational units and programs of study, to recommend to the Board of Trustees candidates for honorary degrees, and to recommend candidates for degrees and certificates; and (b) to consider, to make recommendations concerning, and to act upon matters relating to the rights, responsibilities, and concerns of students, faculty, administrators, and staff. Discussed are membership in the Senate, term of office, representation and methods of selection, alternate members, procedures for reconsideration, relationship to other bodies, the presiding officer, committees of the Senate, and by-laws of the Senate. (HS)

ED 066 111 HE 003 270

Model Legislation on Student Residency. An Act Providing for Classification of Students for Tuition Purposes at Public Institutions of Higher Education.

Education Commission of the States, Denver, Colo.

Pub Date Aug 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Federal Legislation, *Higher Education, Legislation, *Residence Requirements, *Tuition, Voting

On January 26, 1971 the Chairman of the Education Commission of the States issued a statement of principles and possible model legislation for the various states in the highly complex area of determination of student residency for tuition purposes at public institutions of higher education. The original model legislation was related to the qualifications of legal age and length of domicile for voting in the state. Since that time, a constitutional amendment has been ratified by the states lowering the national voting age to 18. In addition, many states have correspondingly changed state voting requirements and a few states have changed the age of majority to 18. Due to these changes a revised version of the model legislation was developed based on the concept of domicile of the student or his parents or guardians. Such model legislation can serve only as a guide and will need to be modified to meet the unique situation in the individual states. (HS)

ED 066 112 HE 003 271

Contrasting Attitudes of Dormitory and Apartment Residents.

Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.

Pub Date 72

Note—33p.; Indiana Studies in Prediction No.18

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Housing, *College Students, Dormitories, *Higher Education, Housing, Housing Needs, *Housing Patterns, *Student Attitudes

This study was designed to discover the attitudes that distinguish apartment-dwelling students from dormitory residents at Indiana University. The study appears to support the following conclusions. Apartment dwellers see independence as a major factor in their choice of residence. They also believe that apartments are more convenient than dormitories and less expensive. Further, apartment occupants appeared not to have adapted to dormitory residence as a "home." On the other hand, dormitory dwellers are less concerned about independence, are less pressed by the restrictions imposed by dormitory regulations, do not see apartments as convenient, and have adapted to dormitories on a "home" basis. While the press for independence appeared more conspicuously in apartment occupants, detachment more often characterized dormitory residents. It therefore may be useful for the University (a) to consider on-campus housing arrangements that could accommodate students' emerging independence, and (b) to ferret out the detached student and enlist his greater involvement in the University scene. (Author/HS)

ED 066 113 HE 003 272

Wolosin, Myrna A.

Survey of Honors Program Graduates Between 1967-70.

Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.

Pub Date 72

Note—41p.; Indiana Studies in Prediction No. 19

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, College Graduates, *High Achievers, *Higher Education, Honors Classes, *Honors Curriculum, *Student Characteristics, *Superior Students, Talented Students

The purpose of this study was to do a follow-up of some of the graduates of the honors program at Indiana University, to explore their current activities and career involvements, and to obtain an assessment of the honors program that is mediated by intervening experience and a sense of perspective of the students' college years. Results of the study show that: (1) 72.5% of the graduates involved are now attending or have attended and completed graduate or professional school and 87% of those students received some form of financial aid; (2) 77% of the respondents who are employed hold jobs in professional or technical categories; (3) income levels are uniformly low, with 70.8% earning \$5,000 a year or less; (4) respondents consider themselves to be politically independent, and 70.7% vote regularly; (5) the respondents' evaluation of the honors program is uniformly positive with degree of certainty varying by major area; (6) honors program graduates felt that they were well prepared for their current activities; and (7) 75% of the respondents felt that their honors work was superior to their other work at Indiana University. (HS)

ED 066 114 HE 003 274

Trow, Martin

Technical Report: Carnegie Commission National Survey of Higher Education.

Carnegie Commission on Higher Education, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No—CCH-TR-7

Bureau No—BR 9-0148

Pub Date 1 Jun 72

Grant—OEG-D-9-140148-4457(010)

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Development, *Educational Planning, *Educational Research, *Higher Education, Questionnaires, *School Surveys, Surveys

This document presents the report of a study designed to (1) gather information and develop ideas useful to the Carnegie Commission on Higher Education in making recommendations on public policy; and (2) investigate and illuminate aspects of American higher education of interest to a wide audience of social scientists, faculty, and administrators. The information presented within the report was gathered by means of a questionnaire that was administered to faculty,

graduate students, and undergraduate students in 2,300 colleges and universities throughout the U. S. A fourth study, smaller in sample size than the other 3, conducted of professional researchers in the largest universities of the sample. The data are presented primarily in tabular form with descriptions and discussions accompanying the tables. (HS)

ED 066 115 HE 003 278

Kline, Janet

The Health Training Improvement Act of 1970 (P.L. 91-519).

Library of Congress, Washington, D.C. Legislative Reference Service.

Pub Date 28 Dec 70

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Federal Legislation, *Health Education, *Health Occupations Education, *Health Personnel, *Higher Education, Legislation, *Paramedical Occupations

The Health Training Improvement Act of 1970 (P.L. 91-519) is an extension and expansion of the Allied Health Professions Personnel Training Act of 1966 and the Health Manpower Act of 1968. The purpose of this report is to provide some background on the Health Training Improvement Act of 1970 and to summarize its major provisions. Section 1 briefly discussed the Allied Health Professions Personnel Training Act of 1966 and the Health Manpower Act of 1968. Section 2 describes legislative action on the Health Training Improvement Act of 1970 during the 91st Congress. Section 3 summarizes the major provisions of the Act. (Author)

ED 066 116 HE 003 280

Annual Report of the South Carolina Commission on Higher Education.

South Carolina Commission on Higher Education, Columbia.

Pub Date Jan 72

Note—49p.

EDRS Price MF-\$9.65 HC-\$3.29

Descriptors—*Annual Reports, Consortia, Educational Finance, *Educational Planning, *Higher Education, Inservice Teacher Education, *Management Information Systems, *Statewide Planning

The South Carolina Commission on Higher Education submits its report on significant events of the last year and reports briefly on the following: (1) enrollment information for the colleges and universities; (2) establishment of the Student Intern Program of S.C. designed to utilize qualified college and university students on specific projects of importance in state and local government; (3) state appropriations for colleges and universities; (4) coordination, with the State Department of Education, of a program of inservice training for elementary and secondary school teachers; (5) progress toward further implementation of a statewide management information system; (6) activities of the Computer Advisory Committee; (7) coordination of the Charleston Consortium and its efforts to promote inter-institutional cooperation in the Charleston area; (8) new academic degree programs approved by the Commission at the diploma, associate, baccalaureate, masters, first professional, and doctorate levels; (9) financial aid programs administered by the Commission; (10) developments in planning capital improvements; (11) establishment by the CHE of the Advisory Committee on Marine Science to coordinate the marine science activities of the various institutions of the state; and (12) establishment of a statewide nursing committee under the auspices of the Commission to study nursing education in South Carolina. (Author/HS)

ED 066 117 HE 003 281

Cole, Nancy S.

Bias in Selection.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No—ACT-RR-51

Pub Date May 72

Note—23p.

Available from—Publication and Information Services Division, The American College Testing Program, P. O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission (School), *Civil Rights, *Discriminatory Attitudes (Social), *Equal Op-

portunities (Jobs), *Higher Education, Sex Discrimination, Social Discrimination

Possible bias in selection procedures used for employment and college admissions is of great social and educational importance. However, there are many different definitions of what constitutes bias, with each definition based on different values and with different implications for how selection should be accomplished. A number of these definitions of bias and their implications are examined in this document, and a new model of fairness based on equal opportunity for potentially successful applicants is presented. The equal opportunity model is suggested as an intuitively appealing and socially desirable model for use in many selection situations. (Author/HS)

ED 066 118 HE 003 282

The Independent Catholic College.

National Catholic Educational Association, Washington, D.C.

Pub Date 72

Note—58p.

Available from—Publication Sales, National Catholic Educational Association, 1 Dupont Circle, Suite 350, Washington, D.C. 20036 (1-9 copies \$2.00; 10-25 copies 10% discount; over 25 copies 20% discount)

Document Not Available from EDRS.

Descriptors—*Catholic Schools, *Church Related Colleges, *Educational Finance, Enrollment Trends, Financial Support, *Higher Education, *Private Colleges

This document presents a general statistical background for some of the issues confronting private colleges and universities operating under the sponsorship and within the values of the Catholic religion. The data are presented under 2 major categories: general information and financial information. Included under general information are historical background, institutional characteristics, enrollment characteristics, curricula and teaching faculty. The financial information includes data concerning current fund operations, educational and general revenue, educational and general expenditures, student aid grants, expenditures per student, physical assets and total indebtedness, and federal programs. An appendix offers a list of statistical tables, the questionnaire used in the project, a listing and brief discussion of predominant federal assistance programs, and a listing of the sources of the statistical information. (HS)

ED 066 119 HE 003 283

Panos, Robert J. Edgert, Penny L.

Black Youth: Characteristics Related to Geographical Location.

National Scholarship Service and Fund for Negro Students, New York, N.Y.

Pub Date Feb 72

Note—54p.; NSSFS Research Reports, Vol. 1, No. 2

Available from—Publications Division, Survey Research Services, National Computer Systems, 4401 W. 76th Street, Minneapolis, Minnesota 55435 (\$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, *College Choice, *Higher Education, *High School Students, *Negro Students, *Student Characteristics

This document presents a report designed to cast light on the relationship between the structural characteristic of geography and student background characteristics, high school experiences and achievements, future aspirations and expectations, interests, and attitudes of black high school students. The data are presented primarily in tabular form with brief discussions accompanying the tables. Included in the tables are background characteristics such as sex of the students, region of origin, socio-economic measures, and family configuration. Tables are also presented regarding high school experience, educational and occupational plans, and attitudes about self, others, life goals, and the Federal government. (HS)

ED 066 120 HE 003 284

A National Profile of Black Youth: Class of 1971.

National Scholarship Service and Fund for Negro Students, New York, N.Y.

Pub Date Jan 72

Note—115p.; NSSFS Research Reports, Vol. 1, No. 1

Available from—Publications Division, Survey Research Services, National Computer Systems,

4401 W. 76th Street, Minneapolis, Minnesota 55435 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Choice, *College Choice, *Higher Education, *High School Students, *Negro Education, *Negro Students, Secondary Education, Student Characteristics, *Student Opinion

The purpose of this report is to present descriptive data collected in the spring and fall of 1970 from a national sample of over 54,000 black high school juniors and seniors. The data were collected as part of a program designed to provide counseling and guidance services to black youth, and to establish a national longitudinal data resource for research analysis. Some of the major findings of the study include: (1) of the more than 54,000 student respondents, 60% were females; (2) almost two-thirds of the students aspire to attain a bachelor's or master's level degree; (3) almost 90% would be willing to work full-time if this were necessary to stay in college; (4) the most popular career choices selected by these students are in the education and business fields; (5) over 80% feel that important reasons for going to college are to learn more, get a better job, and fulfill a need for college trained black people; (6) 13% report that there are 8 or more dependents in their families; (7) slightly more than 14% come from homes where the annual gross income is \$12,000 or more; and (8) a majority of the respondents indicated that they think students learn most from books and teachers, and least from people in the community and other students. (HS)

ED 066 121 HE 003 286

The Army Graduate Student Program.

Pub Date 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Armed Forces, *Educational Opportunities, *Graduate Study, *Higher Education, *Masters Degrees, *Military Personnel, Veterans Education

The Army Graduate Student Program is a financial assistance program sponsored by the Army to help college graduates who are qualified dietitians, physical therapists, and occupational therapists complete the requirements for a master's degree in their specialties. Dietitians selected for this program may do graduate work for a master's degree in foods and nutrition or institutional management. Physical and occupational therapists may do graduate work in their specialties, or in a field closely allied to their specialty. Selected applicants are commissioned Army officers and receive pay and allowances of the grade they hold while attending the graduate school of their choice. In addition, they receive free medical care, dental care, and hospitalization. Tuition and all other expenses are the responsibility of the graduate student. All requirements for the master's degree must be completed within 2 years from the date of entry into this program, and participants must remain on active duty in the Army for 24 or 36 months after receiving their master's degree depending on the amount of time spent in the program. (Author/HS)

ED 066 122 HE 003 287

Kline, Janet

The Comprehensive Health Manpower Training Act of 1971: Legislative History and Analysis of Major Provisions.

Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date 20 Dec 71

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Federal Aid, Federal Programs, *Health Occupations Education, *Health Personnel, *Higher Education

The Comprehensive Health Manpower Training Act of 1971 significantly amends the Health Professions Educational Assistance Programs contained in the Public Health Service Act. Originally authorized by the Health Professions Education Assistance Act of 1963, the programs provide Federal financial assistance to schools of medicine, osteopathy, dentistry, veterinary medicine, optometry, podiatry, pharmacy, and public health. The purpose of this report is to describe the legislative history of the Comprehensive Health Manpower Training Act of 1971 and

to analyze its major provisions. Part I summarizes the major legislative programs enacted since 1963 that authorized Federal assistance for health professions education. Part 2 outlines the major health manpower bills introduced in the 92nd Congress to extend the HPEA programs in existing law. Parts 3 and 4 describe House and Senate Action on these bills, and Part 5 discusses in detail the major provisions and substantive changes in the particular programs authorized by the enactment of the Comprehensive Health Manpower Training Act of 1971. (Author/HS)

ED 066 123 HE 003 288

Graduate Student Admissions Survey 1971.

New York State Education Dept., Albany. Office of Institutional Research.

Report No.—SUNY-IR-R32

Pub Date [71]

Note—12p.

Available from—All campus libraries of the State University of New York

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission (School), Admission Criteria, *Competitive Selection, Graduate Students, *Graduate Study, *Higher Education, *Student Application

This document presents data concerning graduate admissions at the State University of New York. Individual discussions and tables are offered for admissions on the master's level, doctoral admissions, and first-professional degree admissions. Data are presented for applications received, applications accepted, and students enrolled by the various institutions within the State University system. (HS)

ED 066 124 HE 003 290

Barry, Roger D. Carter, Robert A.

Evaluation of General Chemistry Slide/Audio-Tape Programs.

Northern Michigan Univ., Marquette. Institutional Research Office.

Pub Date Jul 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Audiovisual Aids, Educational Innovation, *Educational Technology, *Higher Education, *Instructional Innovation, Instructional Media, *Program Evaluation

This document presents an evaluation of an instructional system to assist students in the general chemistry course. These materials include a series of 16mm sound motion picture films that outline the required laboratory experiments, slide/tape programs for individual student use designed to teach the student how to analyze and draw conclusions from the laboratory data for each experiment, similar slide/tape programs covering many of the lecture topics, and an instructional booklet that contains sets of problems and learning exercises related to lecture topics and an outline of each laboratory experiment. Four major points can be cited as a result of the evaluation study: (1) the achievement of students who used the slide/tape programs was superior to the achievement of those who chose not to use them; (2) for those students who used the materials, achievement tended to increase slightly as the amount of time devoted to the slide/tape programs increased; (3) a slightly higher proportion of low than high ability students chose to use the slide/tape materials; and (4) lower ability students who chose to use the materials tended to spend slightly more time on them than did high ability students. (HS)

ED 066 125 HE 003 291

College Advanced Placement Policies, 1972.

College Entrance Examination Board, New York, N.Y.

Pub Date 72

Note—104p.

Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Accelerated Courses, Advanced Placement, *Advanced Placement Programs, Advanced Students, *College Placement, *Equivalency Tests, *Higher Education

The Advanced Placement Program of the College Entrance Examination Board provides a practical way for schools and colleges to create and use common definitions of college-level cour-

ses, which, when completed in secondary school, prepare students for advanced study at college. In each field committees of examiners write course descriptions and construct the 3-hour qualifying examinations. It is hoped that participating colleges will be willing to grant advanced placement or credit, or both, to candidates who receive qualifying grades. In December 1971 the College Board sent a questionnaire to colleges and universities familiar with the program, seeking information on their advanced placement policies for freshmen entering in the fall of 1972. This book contains the information received in response to the questionnaire. The colleges offer the rough outlines of their advanced placement policies and the names of those officials to whom more detailed inquiry may be sent. (Author/HS)

ED 066 126 HE 003 292
Characteristics of College Students, Entering Freshmen and Transfer Undergraduates. Florida's Private Senior Universities and Colleges, Fall 1971.

Florida State Board of Regents, Tallahassee.
 Pub Date May 72

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Students, *Educational Research, *Higher Education, *Institutional Research, *Private Colleges, *Student Characteristics

In the fall of 1971, a survey instrument calling for respondents to give basic data about themselves (race, sex, age), to indicate their educational status (class in college), to indicate their educational plans, and to give other related information was administered to entering students in selected private colleges and universities throughout Florida. A copy of a printout of the survey results for each of the participating private colleges and universities was forwarded to the institutions in early 1972. Following the dissemination of these printouts, questionnaire responses for the total number of respondents in the participating institutions were analyzed according to sex, race, age, and other factors. This volume contains these analyses. (Author/HS)

ED 066 127 HE 003 293
Characteristics of College Students, Entering Freshmen and Transfer Undergraduates. Junior College Survey, Fall 1971.

Florida State Board of Regents, Tallahassee.; Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.

Pub Date May 72

Note—352p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—College Students, Community Colleges, *Educational Research, *Higher Education, *Institutional Research, *Junior Colleges, *Student Characteristics

In the fall of 1971, a survey instrument calling for respondents to give basic data about themselves (race, sex, age), to indicate their educational status (class in college), to report their long-range educational plans, and to give other related information was administered to entering students in the public junior colleges and community colleges throughout Florida. A copy of a printout of the survey results for each of the participating 2-year institutions was forwarded to the institutions in early 1972. Following the dissemination of the printouts, questionnaire responses for the total number of respondents in the participating institutions were analyzed according to sex, race, age, and other factors. This volume contains these analyses. (Author/HS)

ED 066 128 HE 003 294
Characteristics of College Students, Entering Freshmen and Transfer Undergraduates. Florida's Public Universities, Fall 1971.

Florida State Board of Regents, Tallahassee.

Pub Date May 72

Note—228p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—College Students, *Educational Research, *Higher Education, *Institutional Research, *Statewide Planning, *Student Characteristics, *Universities

In the fall of 1971, a survey instrument calling for respondents to give basic data about themselves (race, sex, age), to indicate their educational status (class in college), to report their long-range educational plans, and to give other related information was administered to entering

students throughout the Florida State University System. A copy of a printout of the survey results for each of the 7 state universities was forwarded to the universities in early 1972. Following the dissemination of the institutional printouts, questionnaire responses for the total number of respondents were analyzed according to sex, race, age, and other factors. This volume contains these analyses. (Author/HS)

ED 066 129 HE 003 296

Gehring, Donald D.

The Law and Student Housing.

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date 2 Aug 72

Note—11p.; Paper presented at the Association of College and University Housing Officers Conference, Hollywood, Florida August 1-3, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Housing, *Court Litigation, Dormitories, *Higher Education, *Legal Problems, *Residence Requirements

With the proliferation of cases affecting higher education, it seems necessary to give focus to the law as it pertains to on-campus student housing. The areas of concern in housing are (1) residency requirements and (2) housing regulations with attendant rights of inspection and search to maintain order and discipline. Residency requirements that discriminate against a class of persons solely because that class constitutes the number whose rent is needed to fulfill financial obligations of the institution have been found constitutionally invalid. However, residency requirements based on students increasing their educational experiences as a result of living on campus have been ruled permissible. Housing regulations, like other college regulations, must be in accord with the lawful purposes and missions of the institution. If regulations are compatible with institutional missions and do not deprive students of their constitutional rights, then they have been ruled valid. (HS)

ED 066 130 HE 003 297

Upper-Level Institutions: A Report to the Texas Legislature.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date Apr 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bachelors Degrees, *Degrees (Titles), *Higher Education, *Junior Colleges, Undergraduate Study, *Upper Division Colleges

One of the major demands arising out of the movement of the junior college is that of increased space for junior college graduates in baccalaureate awarding institutions. In the state of Texas the 4-year higher education institutions do not have the facilities to accommodate this increasing number of students. Thus, the state is faced with 2 alternatives: (1) increasing the number of 4-year colleges and universities; and (2) creating upper-level institutions that provide programs for the last 2 years toward a baccalaureate. After investigating the role and performance, advantages and disadvantages of upper-level institutions it is evident that the establishment of upper-level institutions promises to be the most economical way to meet the need to furnish additional baccalaureate degree opportunities to Texas students. (HS)

ED 066 131 HE 003 298

Spickelmier, Don O. Freeman, Kenneth H.

A Survey of Policies and Practices Relating to Non-Traditional Educational Experiences.

Texas Technological Coll., Lubbock. School of Education.

Pub Date Jul 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Bachelors Degrees, *Degree Requirements, *Equivalency Tests, *Higher Education, Independent Study, *Special Degree Programs

This document presents the results of a study designed to: (1) obtain information that will be useful to colleges and universities as they develop new policies and implement practices in the area of Non-Traditional Educational Experiences (N-TEE); and (2) define current policy and practice and to obtain a sense of direction for additional activities regarding N-TEE that will be useful. In order to obtain such information, the institutions

within the Texas College and University System were studied. The types of nontraditional studies programs found in operation were college and university correspondence, military correspondence, independent study, military-formal residence courses, and closed circuit television instruction on campus. The methods of evaluation most often used in the institutions are equivalency examinations developed by the institution, and the general and subject area examinations of CLEP, USAFI, and GED. (HS)

ED 066 132 HE 003 299

Pace, C. Robert

Thoughts on Evaluation in Higher Education.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date Feb 72

Note—19p.; Speech presented at the invitation of the American College Testing Program and the College of Education, The University of Iowa, Iowa City, April 26, 1971

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, *Educational Administration, Educational Change, *Educational Development, Educational Planning, *Evaluation, *Higher Education, Program Evaluation

Educational evaluation has in the past been primarily associated with measurement, achievement testing, pupil progress, instructional methods and curriculum. Educational testing and educational research have provided the instruments and models for the evaluation of educational programs. More recently, however, there has been an increased concern about the effectiveness of large scale social action enterprises. A concept of evaluation appropriate for the study of large and complex institutions can be summarized briefly as follows: (1) it begins with the central question "What are the consequences?" rather than the limiting question "What are the objectives?" (2) its style of inquiry is more aptly characterized by the work exploration than by words such as "control" and "focus"; (3) it sees the role of the evaluator as that of social scientist rather than teacher, missionary, reformer, or staff officer to the practitioners; and (4) its purpose is to provide more complex bases for informed judgment. (HS)

ED 066 133 HE 003 302

Schools Offering Nurse Traineeships for Full-Time Academic Study, 1972-73.

National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No.—DHEW-Pub-NIH-72-85

Pub Date 72

Note—20p.

Available from—Division of Nursing, National Institutes of Health, Bethesda, Maryland 20014

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Educational Opportunities, Financial Support, *Health Occupations Education, *Higher Education, Medical Education, *Nursing, *Scholarship Funds

This document contains a listing of schools of nursing and public health throughout the U. S. that offer professional nurse traineeships for full-time academic study. The institutions are listed by state, and the address of the institutions accompanies the listing. Also included is information on the type of program or programs offered by the institution. The 2 types of programs included are baccalaureate programs that admit registered nurses and contain elements of supervision, administration, or teaching; and specialization at the post-baccalaureate level. (HS)

ED 066 134 HE 003 304

Alcorn, Bruce K.

The Role of Computers in Small College Management.

National Lab. for Higher Education, Durham, N.C.

Pub Date 72

Note—8p.; Topical Papers and Reprints No. 3. Available from—National Laboratory for Higher Education, Mutual Plaza, Durham, North Carolina 27701

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, *Decision Making, *Educational Administration, Educational Planning, *Higher Education, Management, Management Development, *Management Information Systems

In order to keep abreast of the demands of the modern age, small colleges are turning to new forms of decisionmaking through the use of management information systems. Such systems are used for not only administrative purposes, but for research and instructional purposes as well. Six major options are presently available to small colleges regarding the use of computerized management information systems: (1) off-campus computers with no local terminals; (2) terminals to off-campus computers; (3) cooperative use of a computer with no terminals; (4) mini to small computers on campus; (5) cooperative use of computers via terminals; and (6) on-campus computers with communication capabilities. Most small colleges cannot afford an adequate computer system, the necessary software, and trained personnel. However, the National Laboratory for Higher Education has developed at least a partial solution to this problem. The NLHE Information System is an operational computer software package designed for a small computer that requires no additional programming to generate management information. Implications for the future of this system are described. (HS)

ED 066 135 HE 003 305

Coan, Clark, Ed.

The International Campus.

Kansas Univ., Lawrence.

Pub Date Nov 71

Note—27p.; International Student Studies 27

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Foreign Culture, Foreign Student Advisers, *Foreign Students, *Higher Education, *International Education, Student Exchange Programs, *Student Needs

This document presents 2 papers under 1 cover concerning the life of foreign students at the University of Kansas. The first paper, Foreign Students at the University of Kansas by Padma Jayaraman, discusses the difficulties of foreign students in communication with Americans. Foreign students seem to feel alienated from the American culture and find that making friends among Americans is almost an impossibility. However, several programs at the University of Kansas have been instituted to make foreign students feel more at home. These are the KU International Club, the People-to-People program, the Host Family Program, and the Small World, Inc. The second paper, entitled The Office of the Dean of Foreign Students, is by Marie-Claire Roussy. This paper deals with the function and organization of the Dean of Foreign Students' Office with particular emphasis on the special demands and needs of foreign students. The author concludes her paper with a suggestion that more use be made of feedback resources to enable administrative personnel to keep up to date with the problems and needs of foreign students. (HS)

ED 066 136 HE 003 306

Program of Instruction for Global Medicine Course.

Department of the Army, Washington, D.C.

Pub Date 4 Aug 70

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, *Medical Education, *Medicine, *Military Personnel, Physicians, *Professional Continuing Education

This document presents an outline of a program of instruction for a global medicine course offered in 3 blocks by the Department of the Army. The purpose of the first block, which would take 156 hours to complete, is to provide Army Medical Department officers with a basic working knowledge of, and the fundamental concepts underlying, biostatistics and epidemiology that will enable them to plan, conduct, and evaluate scientific investigations in the biomedical field. The second block, consisting of 220 hours, is to provide Army Medical Department officers with advanced training in diseases occurring in tropical and other areas of the world. The third and final block consists of 132 hours and has as its purpose training Army Medical Department officers in (1) environmental factors of medical and potential military importance; (2) the examination and evaluation of all disease problems using the ecological approach; and (3) the appropriate use of public health and preventive medicine principles in varying environmental and cultural situations. (HS)

ED 066 137 HE 003 312

Report on Campus, Changing Students, Changing Academic Programs.

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date Jun 72

Note—147p.

Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Educational Change, *Educational Improvement, *Educational Innovation, Educational Planning, Evaluation, *Higher Education, *Relevance (Education), Student Centered Curriculum

This document presents a discussion of and recommendations concerning the need for reform in today's colleges and universities. A main theme is the desirability of a greater diversity of programs to match the greater diversity of students and the myriad careers and life interests they choose to follow and to fulfill the many additional expectations that society has come to have of colleges and universities as it seeks constant self-renewal through new ideas and talents. Some of the recommendations are: (1) preservation and extension of the diversity of programs among and within colleges and universities; (2) a new emphasis on a broad learning experience at the undergraduate level while creating more options for such experiences from among which students may select; (3) provision of more relevant curricula field by field; (4) a reemphasis on the importance of teaching; (5) the incorporation of student views into the process of deciding on the curriculum and in evaluating teaching; (6) greater attention to advising; (7) a reexamination of graduate education; and (8) creation of processes that encourage continuing innovation and its evaluation. (HS)

ED 066 138

HE 003 314

Yates, Alfred, Ed.

Exploring Education. Students from Overseas.

National Foundation for Educational Research in England and Wales, London.

Pub Date 71

Note—46p.

Available from—Fernhill House, Ltd., Publishers Importers Distributors, 303 Park Ave. South, New York 10, New York (\$1.25)

Document Not Available from EDRS.

Descriptors—*Ability Identification, *Foreign Student Advisers, *Foreign Students, *Higher Education, *International Education, Student Adjustment, Student Evaluation, Student Exchange Programs

Students entering college for the first time are often confronted with adjustment problems that seem to them unsurmountable and impossible. There is the transition from living dependently with parents to semi-independent living on the college campus, in addition to the many problems encountered in academic areas. If a student, accustomed to the speech, climate, and other college environmental features, experiences great difficulties in adjustment, it is no surprise that students studying in a foreign country experience even greater problems. To define and ultimately alleviate some of the problems of foreign students, a study of foreign students in Great Britain was conducted. From the study it is clear that there is a need for systematic and effective procedures whereby the academic capabilities of foreign applicants may be assessed so that they can be assigned to courses that are suited to their requirements. Criteria for admission that have been found to have predictive value are: grades obtained in previous academic work; English test scores; an assessment of the candidate's financial resources; and an appraisal of the student's capacity to adjust to a new social and cultural environment. The other most pressing need for foreign students is the need for more effective guidance and counseling to be made available after their arrival in Britain and throughout their stay. Such counseling could mean the difference between a foreign student dropout and a successful happy foreign student. (HS)

ED 066 139

HE 003 352

Robinson, Lora H.

The Emergence of Women's Courses in Higher Education.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date Sep 72

Note—4p.

Available from—Publications Department, American Association for Higher Education, 1 Du-

point Circle, Suite 780, Washington, D. C. 20036 (1 to 10 copies \$1.50 each; over 10 copies \$1.00 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Educational Innovation, Females, *Feminism, *Higher Education, *Sex Discrimination, *Womens Education, *Womens Studies

The advent of the women's liberation movement in the past few years has prompted a curricular innovation at colleges and universities known as women's courses. As defined in this paper, women's courses explore the nature of women through historical, literary, biological and psychological means. The cause of the emergence of women's courses is the dissatisfaction with the way in which the role of women is portrayed or largely ignored in traditional programs of study. Proponents of women's studies say that the current status of women in contemporary course offerings reflects a viewpoint that takes male supremacy for granted, devaluing women's contributions to society. In addition, they assert women have internalized these negative views to the point where they have poor self-images that result in lower occupational and personal aspirations. Thus, the purpose of women's courses is to restore women's self-esteem and to instill a sense of motivation and personal identity. (Author/HS)

ED 066 140

HE 003 353

Willingham, Warren W.

The No. 2 Access Problem: Transfer to the Upper Division.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No.—AAHE-4

Pub Date Jul 72

Note—63p.

Available from—Publications Department, American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D. C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, *Higher Education, Junior Colleges, *Junior College Students, *Student Mobility, *Transfer Policy, *Transfer Students

There are at least 3 major bases for arguing that transfer admissions is of major importance to higher education. A primary reason is its critical bearing on the organization and structure of higher education. Smooth student transfer from 2- to 4-year institutions is a basic requirement of the hierarchical model of higher education now being developed by many states. A second reason is the large increase in transfer students due to the continuing rise in community college enrollment. A final reason is that it involves problems qualitatively different from freshman admissions. Ten transfer problems are presented: adequate guidance at the community college level; adequate orientation at the senior college; diverse admission procedures; diverse academic standards; the persistent question of credit; access and retention; the need for financial aid; the need for space; and articulation procedures. (Author/HS)

ED 066 141

HE 003 363

Bowen, Howard R. Savelle, Paul

Who Benefits from Higher Education—and Who Should Pay?

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No.—AAHE-5

Pub Date Aug 72

Note—47p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D. C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Financial Problems, *Financial Support, *Higher Education, *Private Financial Support, *State Aid, Student Costs

This document is concerned with the issue of who benefits from higher education and who should pay for it. Those who believe that society is the main beneficiary of higher education feel that state and federal budgets should bear the majority of educational costs; however, those who believe that the benefits of higher education are minimal in relation to social improvement believe that the students and their families should bear

their own educational costs. The present mode of support to higher education incorporates a mixed system comprising for institutions a combination of tuitions, public appropriations, and private philanthropy; and for students a combination of loans, grants, work, family contributions, and foregone income. It is felt that this mixture of financial sources is, in the end, the most feasible, for it enhances institutional diversity and academic freedom by reducing the chances of monopoly and complete control by any one source. (HS)

ED 066 142 HE 003 364

Casasco, Juan A.

Planning Techniques for University Management. American Council on Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date 70

Note—67p.

Available from—American Council on Education, One Dupont Circle, Washington, D. C. 20036 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, *Educational Administration, *Educational Planning, *Higher Education, Management Information Systems, *Management Systems

The overall goal of this report is to help university administrators assess what computer-aided university planning can and cannot do for them and to arouse their interest in the application of system analysis, simulation, and computer models to university planning. The report is limited to analysis of selected examples of computer oriented applications to university planning. Brief and relatively nontechnical descriptions of the programs are presented for the benefit of busy administrators and for planners who wish to inform themselves about methods, tools, and approaches to solving institutional problems. This document was previously announced as ED 041 188. (Author/HS)

ED 066 143 HE 003 365

Shulman, Carol Herrnstadt

Affirmative Action: Women's Rights on Campus. American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No.—AAHE-6

Pub Date Sep 72

Note—48p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D. C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, *Equal Opportunities (Jobs), Federal Legislation, *Feminism, *Higher Education, *Sex Discrimination, *Women Professors

Traditional sex discrimination on college and university campuses is coming to a halt. Recent Federal affirmative action requirements call for the development of procedures to promote and ensure the equitable treatment of faculty and staff women in employment and promotion to provide them with fair representation in all aspects of campus activities. More than 80% of the nation's colleges and universities are affected by the Federal affirmative action program, and are threatened with loss of Federal funds for failure to comply. This report examines the current law governing affirmative action programs and sex discrimination on campus, and describes the approaches universities and colleges have taken to comply with the law. (H)

ED 066 144 HE 003 368

The Status of Women Faculty at Bowling Green State University.

Bowling Green State Univ., Ohio.

Pub Date May 72

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Equal Opportunities (Jobs), Females, *Feminism, *Higher Education, *Sex Discrimination, *Women Professors

In response to the increasing concern in the academic professions about the systematic sex bias faced by women academicians, the Faculty Senate of Bowling Green State University appointed an Ad Hoc committee on the Status of Women Faculty in the fall of 1971. The committee was charged with conducting an empirical study on existing sex differentials in areas of par-

ticular concern to University faculty. The committee found in its study that sex discrimination does exist at Bowling Green in the areas of hiring, promotion, tenure, rank, numbers, and salary. Thus, recommendations are made by the committee concerning: (1) the implementation of an affirmative action program; (2) the appointment of an assistant provost for women; (3) the organization of a permanent Commission on the Status of Women; (4) the equalization of status of men and women faculty; (5) the appointment of women to policymaking posts; (6) equality in hiring practices; and (7) the inclusion of child-care and maternity leave provisions in faculty contracts. (HS)

ED 066 145 HE 003 369

Fried, Robby

Life Studies at the University of New Hampshire. New Hampshire Univ., Durham.

Pub Date 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Innovation, *Experimental Programs, *Higher Education, *Relevance (Education), *Seminars, *Student Seminars, Workshops

This publication describes a program at the University of New Hampshire called Life Studies. The Life Studies program is designed for freshman and sophomore students and was begun because of complaints voiced about lack of relevance in the freshman and sophomore curricula. The program is interdisciplinary in nature and is specifically designed to be taught within a loose structure. The main classes are workshops and seminars where students and teachers alike are present to learn. Life Studies intends to be a community of teachers and students who care about one another and who care about fostering the delicate process of learning. (HS)

ED 066 146 24 HE 003 399

Alford, Howard Lee

The Impact of Special Admissions Programs on General Admissions Policies in Five San Francisco Bay Area Public Institutions of Higher Education 1966-1971.

Stanford Univ., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Research and Development.

Bureau No.—BR-2-I-032

Pub Date 1 Jul 72

Grant—OEG-9-72-0036

Note—367p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Admission (School), *Disadvantaged Youth, *Educationally Disadvantaged, *Higher Education, *Open Enrollment, Special Programs

This study researched the impact of special admissions programs on general admission policies in 5 San Francisco Bay area colleges and universities during a period of 5 years ending June 1971. The study was conducted to determine more specifically: (1) what general admissions policies were waived for special admissions students; (2) what was the quality of services provided students in the area of financial aid, counseling, tutoring; (3) how did the ethnic population of the student body and graduates change as a result of the special admissions programs; (4) how did the special admissions students perform as compared with other students from similar socioeconomic backgrounds; (5) how did the special admissions students perform as compared to the general student body; (6) what were the relative differences in admissions policies of the several institutions studied; and (7) what specific procedures, variations, and policies of the special admissions programs were incorporated into the general admissions policies during the 5-year period. (Author/HS)

JC

ED 066 147 JC 720 132

Roberts, Frank C.

Analysis of Effects of Placement Exam Scores on

Grading Practices: A Thwarted Eudoric Study. Antelope Valley Coll., Lancaster, Calif.

Pub Date 2 May 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Entrance Examinations, Comparative Analysis, *Grade Point Average, *Grading, *Junior Colleges, Placement, *Statistical Analysis

The purpose of this study was to analyze the effects of entrance examination scores, used for placement, on grading practices of teachers at Antelope Valley College (California). Correlations between students' GPA and their entrance exam scores were calculated. These were compared with correlations between grades given by 10 instructors and the students' entrance exam scores to determine whether prior knowledge of a student's score on the entrance exam had any effect on the instructor's grading practices. It was concluded that among the sample teachers studied, there was little, if any, effect. (RN)

ED 066 148 JC 720 189

Gilley, J. Wade Palmer, Walter W.

Regional Relevance: A Right and a Responsibility—A Perspective on the Community College.

Wytheville Community Coll., Va.

Pub Date Jun 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Role, *Community Services, Educational Objectives, *Educational Responsibility, Institutional Role, *Junior Colleges, *School Community Relationship

Identifiers—*Virginia

This is a report of a conference devoted to the establishment of short- and long-range goals to assert the rights of the college in its community and to determine corresponding responsibilities. Two basic concerns prompting the conference were: (1) the rapid change in the composition of the student body accompanied by changing needs; and (2) the need for increased attention on the individual. The document covers conference activities and results, as well as the philosophy and attitudes of staff members concerning the community education functions of the community college. Some of the institutional objectives developed for Wytheville Community College (Virginia) were: (1) increase enrollment; (2) increase service to the community; (3) prepare for college self-study through self-study within divisions; (4) reorganize occupational-technical advisory committees; (5) develop behavioral objectives for at least 75% of its courses; (6) increase circulation of library materials by 10%; (7) improve communications among faculty, students, and administrators; and (8) improve classroom teaching as evaluated by student response. (RN)

ED 066 149 JC 720 190

Dennison, John D. And Others

The Impact of Community Colleges. Opinion Questionnaire: Students Entering Post-Secondary Education in British Columbia, Fall 1971.

B. C. Research, Vancouver (British Columbia).

Spons Agency—Donner Canadian Foundation.

Report No.—BC-R-3

Pub Date Mar 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aspiration, College Freshmen, *College Students, Foreign Countries, *Junior Colleges, *Questionnaires, Student Attitudes, *Student College Relationship, *Student Opinion, Surveys

Identifiers—*British Columbia

This is the third in a series of reports on first-year college and university students in British Columbia. This study is concerned with understanding some of the factors that may have a direct bearing on the impact that the college has on the student. Eleven thousand students responded to an opinion questionnaire indicating their views in the areas of educational expectations, life plans, objectives at college, perception of the college, college educational methodology, college involvement, and general public issues. Some conclusions were: (1) students within and between the various colleges had a wide divergence of views, goals, and aspirations; (2) students at vocational institutions seemed to be more definite in their goals, their choice of college, and reason for attending; (3) the acquisition of knowledge and skills applicable to an occupational goal was most often reported as the most important reason for attending college; (4) in choosing a college, a majority of students look for good teaching, faculty competent in their subject area, and independent study opportunities; and (5) certain fundamental differences were in-

licated between responses from students at private colleges and those from public colleges. (RN)

ED 066 150

JC 720 191

Laking, Joyce J. And Others
The Impact of Community Colleges. Health Survey: Students Entering Post-Secondary Education in British Columbia, Fall 1971.

B. C. Research, Vancouver (British Columbia).
Spons Agency—Donner Canadian Foundation.
Report No.—BC-R-5
Pub Date Jul 72
Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Planning, Foreign Countries, *Health Facilities, *Health Services, *Junior Colleges, School Health Services, *Student Needs, Student Opinion, *Student Reaction, Surveys

Identifiers—*British Columbia

The fifth report in the series, The Impact of Junior Colleges, presents the results of a health survey form administered to 11,000 students entering the post-secondary educational system in British Columbia, fall 1971. The objective of the research was to assess the impact of colleges from the point of view of the students, the community and educational system, and to develop practical means of producing such information on an on-going basis for educational planning purposes. Conclusions drawn from the results of the health survey were: (1) students reported few recognized pre-existing or acute physical problems. More emphasis was placed on situational, psychological or emotional problems such as lack of money, academic and career problems, and disruptive family situations; (2) the presence or absence of an existing facility was not necessarily a discriminating variable in student inclination to use a college health service; (3) an efficient emergency service would be used and appreciated by students; (4) students seemed to have a good knowledge of community health resources and were able to use them; (5) college awareness of student anxieties and availability of resources to cope with them would be an important addition to educational facilities in the post-secondary field. (RG)

ED 066 151

JC 720 192

Faber, Joan

Outside Funding at Montgomery Community College: A Manual to Assist College Personnel in Developing Proposals and Applications for Outside Funding Grants.

Montgomery Coll., Rockville, Md.
Pub Date Jun 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Federal Aid, *Financial Support, Grants, *Junior Colleges, *Operating Expenses, Private Financial Support, *Program Administration, Program Budgeting, Program Planning, *Project Applications, State Aid

Identifiers—*Maryland

The purpose of this report is to provide information about how financial assistance has been obtained by Montgomery Community College (Maryland) to support its programs and services. Outside sources of funding, including federal and state grant programs and private foundations are identified. A set of procedures has been established by the college to assist project initiators in planning and developing applications for funds; the college's development specialist coordinates these procedures and serves as a resource to the project initiator. The application, consisting of the preprinted forms designed by the granting agency, the narrative or proposal, and the budget, must be carefully completed to increase the possibility of being funded. The processing of the application and the criteria of programmatic review are explained and an evaluation rating form used by the reviewers of proposals is included. The management of the funded projects and the expenditure of the grant are responsibilities shared by the project director and his supervisors, the fiscal personnel of the college, and the development specialist. (RG)

ED 066 152

JC 720 193

Springer, J.

The High-Risk Student, the Community College and the Church as Advocate.

Pub Date May 72
Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Church Role, *Disadvantaged Groups, *Disadvantaged Youth, Educationally Disadvantaged, *Institutional Role, *Junior Colleges, School Role

This paper focuses on high-risk students and the challenge they present to the community college. The goals of the community college are analyzed and the problems encountered in reaching those goals are discussed. A summary of two workshops held in Chicago entitled "Long Range Results-Academic Supports for the Collegiate Black and Poor," and "Innovations in Recruiting the Culturally Different" is included in the appendix. The question of whether the church can and should make a commitment in terms of time, energy, and funds to change the odds concerning the high-risk student in the community junior college is discussed. (RG)

ED 066 153

JC 720 194

MacMillan, Thomas F. And Others

An Evaluation of the Summer Readiness Program: NYC Goes to College, Summer 1972.

Santa Barbara City Coll., Calif. Office of Research and Development.

Report No.—ROM-14-72

Pub Date 1 Sep 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, Employment Opportunities, *Junior Colleges, *Program Evaluation, School Orientation, *Summer Programs, Summer Schools, *Work Study Programs, Youth Programs

Identifiers—*California

The Summer Readiness Program, sponsored by Santa Barbara City College (California) and Neighborhood Youth Corps (NYC) is an orientation program for disadvantaged students. The 65 students enrolled during summer 1972 were given tutorial assistance and group-counseling and were placed in part-time jobs. In addition to making recommendations, one purpose of this study was to provide data concerning student demographic characteristics, academic aptitude, persistence, and performance. Some findings were that: (1) 58% of the students were Chicano, 25% were Black, and 17% were Caucasian; (2) family income was less than \$5,000 for 78% of the student families; (3) average family size was 5.5; (4) academic aptitude as reflected by SCAT total score approached the fortieth percentile; (5) 91% of the enrolled students completed the summer session; and (6) all of the NYC students plan to continue their education in the fall. Opinions were solicited from the NYC campus staff and students as part of the program evaluation and the following recommendations were made: (1) early and regular contact should be maintained between college and NYC staff; (2) all pre-counseling should occur before registration; (3) NYC students should meet as a group at least bi-weekly; (4) a college counselor should be assigned to the program; (5) students should be assigned jobs related to their career objectives; and (6) an orientation should be provided for summer faculty concerning the nature of the NYC program. (RN)

ED 066 154

JC 720 195

Searle, F. Charles

A Proposal for a Management Information System and a Planning, Programming, Budgeting System for the Regional Community Colleges of Connecticut.

Florida State Univ., Tallahassee. Dept. of Higher Education.

Spons Agency—Center for State and Regional Leadership, Florida; Kellogg Foundation, Battle Creek, Mich.

Pub Date Jul 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Decision Making, *Junior Colleges, *Management Information Systems, *Management Systems, *Program Budgeting, Program Costs, *Program Planning, Statewide Planning, Systems Approach

Identifiers—*Connecticut, Planning Programming Budgeting Systems, PPBS

This report presents a strong argument and general guidelines for the development of a Management Information System (MIS) for the Community College System of Connecticut. A/so included are ideas to assist state budgeting and finance officers in making a Planning, Programming, Budgeting System (PPBS) an effective

operation in that state. Part I of the report discusses advantages for community colleges and public higher education in Connecticut of using MIS and PPBS. The importance of MIS is in providing readily available information needed in implementing PPBS. PPBS can make a great contribution to policy decision-making through providing a means for establishing and evaluating the performance of program goals. Part II deals with information which can be provided by MIS regarding use of faculty, staff, space utilization, and an accounting system. Part III presents steps for implementing MIS and PPBS which include the consolidation of information as it moves upward from the college unit through the central office, the Commission for Higher Education, and finally, the state offices. (RN)

ED 066 155

JC 720 196

Hawaii Community College Vocational-Technical

Graduate Follow-Up Studies, 1968-1971.

Hawaii Univ., Honolulu. Community Coll.

System.

Pub Date Jun 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Graduates, *Employment Trends, *Followup Studies, *Graduate Surveys, *Junior Colleges, Manpower Needs, *Vocational Education, Vocational Followup

Identifiers—*Hawaii

This follow-up survey of Hawaii Community College vocational-technical graduates from 1968-1971 was undertaken to (1) indicate general trends in their labor force status, and (2) determine how these trends might be used to evaluate present programs. The first part of the report presents cumulative trends for 1968-1971, and the second part focuses on the 1971 class. Of the total 1968-1971 population of 764 graduates, 55% responded to the questionnaire and some findings were: (1) 82% of the respondents were employed; (2) mid-management merchandising respondents consistently maintained a 100% employment status, with carpentry, welding, accounting, secretarial science, and practical nursing also remaining consistently high; and (3) the drafting and apparel trades programs had low cumulative employment totals of less than 75%. Recommendations included: (1) using the cluster approach for the drafting, auto body and mechanics, electronics and electricity programs; (2) re-evaluating the diesel mechanics, welding, and machine shop programs, considering the limited manpower needs; and (3) re-evaluating the nursing program considering the increasing employment rate. The 1971 graduates showed no marked changes from the cumulative trends for the total group. (RN)

ED 066 156

JC 720 197

Sheldon, M. Stephen, Comp. Park, Youngs,

Comp.

A Directory of Self-Instructional Materials Used in Community Colleges, Second Edition.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information;

California Univ., Los Angeles. School of Education.

Spons Agency—Danforth Foundation, St. Louis,

Mo.

Pub Date 72

Note—278p.

Available from—UCLA Students' Store, 308 Westwood Plaza, Los Angeles, California 90024 (\$4.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Autoinstructional Aids, Directories, *Independent Study, *Instructional Materials, *Junior Colleges, *Teaching Methods

Identifiers—*Danforth Junior College Program

This directory is a second and more inclusive edition of an earlier ERIC collection of self-instructional materials (see ED 053 720). Topical packages, prepared by contributing junior college instructors are listed according to the subject matter. Information on each page includes the author's name, institution (address and phone number), and the number and titles of the individual packages. Specific information about the materials can be obtained from the author. (RN)

ED 066 157

JC 720 198

Landini, Albert J.

Use of Census Data in a Cooperative Project Between the Los Angeles Department of City

Planning and the Los Angeles Community College District to Aid the Community College Researcher and Decision Maker.]

Pub Date 72
Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Census Figures, City Demography, City Wide Programs, Computer Oriented Programs, Computers, Demography, *Educational Planning, *Geographic Distribution, *Institutional Research, *Junior Colleges, Student Needs

Identifiers—*California

This document is comprised of two reports, both dealing with methods for using census data. The first report discusses the Los Angeles Community College Data Project, undertaken at Los Angeles City College, in terms of its goals, organization, and procedures. The project was designed to: (1) provide the Los Angeles City Planning Department with a large sample for administering an annual census questionnaire, and (2) provide the Los Angeles Community College District with the necessary tools for understanding socio-economic characteristics and needs of its community and students. The second report includes techniques of using census information to efficiently conduct institutional research based on large populations. The technical tools which were developed for use with census data can also be used to assign geographic codes to individual records and to produce computer drawn maps. These tools can provide the researcher with useful information about his clients pertaining to federal fund raising, curriculum design, recruitment, and community impact. The major steps to establish this system for use in administration, institutional research, school facility and program planning, and evaluation are also presented. (RN)

ED 066 158 JC 720 199

Gell, Robert L., Comp.

Montgomery Community College Profile of Entering Freshmen, Fall 1971.

Montgomery Coll., Rockville, Md.

Pub Date Aug 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, Aspiration, College Choice, College Entrance Examinations, *College Freshmen, *Institutional Research, *Junior Colleges, *Student Characteristics, Student Needs

This is a profile of 2,578 freshmen students at Montgomery College (Maryland), fall 1971. Data are presented in the following areas: (1) academic potentials, including ACT scores and high school grades; (2) goals and aspirations; (3) student personnel needs in the areas of housing, transportation, financial welfare, special programs, and extracurricular activities; (4) influences and factors in choosing a college; and (5) demographic information. This study was intended to assist faculty and counselors in advising, counseling, and planning, in addition to determining unique characteristics of the local population. Some findings were: (1) while Montgomery College students scored consistently higher on ACT than other junior college students in the state, they received lower high school grades; (2) compared to the national average for college freshmen, Montgomery students tend less toward education and science in their proposed major; (3) almost 70% planned to earn a BA or higher; (4) local students expressed less interest in student government, debating, and group participation, and more interest in art and acting, than the average college student nationally; (5) finding employment was seen as a problem for 13% of the local students; (6) important factors in choosing the college were the special curriculum and location; and (7) family income was considerably higher than the national norm. (RN)

ED 066 159 JC 720 200

LaBelle, Beverly M. Egan, Ellen C.

Follow-Up Studies in Nursing: A Case for Determining Whether Program Objectives Are Achieved.

Pub Date Aug 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employer Attitudes, Evaluation Criteria, *Evaluation Methods, *Evaluation Techniques, Followup Studies, *Graduate Surveys, *Junior Colleges, *Nursing

A follow-up study of graduates from St. Mary's Junior College (Minnesota) associate degree nursing program is used to demonstrate a multi-trait, multi-method basis for arriving at faculty judgments about the outcomes of a program. The follow-up study attempted to determine: (1) graduates' and employing agencies' perceptions of competencies four months following graduation; (2) characteristics of the graduates' nursing careers and employment patterns; and (3) the manner in which graduates were utilized in nursing practice. The findings used evaluation matrices and statistical techniques to compare graduate self-evaluation and employer evaluation, college grade point averages, State Board composite and test scores, nursing grade point averages, and practices and types of employment. Faculty then reviewed the non-congruent areas which were revealed by the evaluation. The data obtained indicated (1) congruence between the intents or objectives of the program and evaluative judgments by nursing service personnel; (2) college GPA, nursing GPA, and State Board scores did not predict the employers' ratings of the graduates; and (3) a tendency for graduates with higher GPAs and higher State Board scores to be rated higher by the employer. (RN)

ED 066 160 24 JC 720 201

Shea, Thomas And Others

Comparison Between Students From Two- and Four-Year Colleges.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—CRP-1944

Bureau No.—BR-5-0812

Pub Date Jun 72

Contract—OEC-3-10-102

Note—75p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*College Students, Comparative Analysis, *Junior Colleges, *Personality Assessment, Personality Change, *Student Characteristics, *Transfer Students

Identifiers—*Edwards Personal Preference Schedule

This longitudinal study examines and compares characteristics of students from 2- and 4-year colleges. The study selected 23 2- and 4-year colleges from five states; the subjects consisted of the entire entering classes at the 2-year colleges and a sample of 100 entering full-time students at each of the 4-year schools. The instruments were administered four times during the students' academic careers: (1) at the time of entrance; (2) at the end of the second year; (3) at the beginning of the third year including those junior college students transferring to 4-year institutions; and (4) at the end of the 4-year college experience. Some of the conclusions include: (1) personality characteristics, defined by the Edwards Personal Preference Schedule (EPPS), is a major dimension that differentiated between junior and senior college students at the time of college entrance; (2) significant differences were found in EPPS mean performances between junior and senior college men, and also between junior and senior college women; (3) comparing performances of both junior and senior college men, EPPS showed personality changes occurring in the students with the passage of time in college. A more descriptive analysis of the student population, along with statistical tables in comparing EPPS scores of both groups, is included. [Because of marginal reproducibility of original, this document is not available in hard copy.] (RG)

LI

ED 066 161 LI 003 792

Johnson, Marilyn

The Numbering of Congressional Hearings.

Pub Date May 72

Note—31p.;(13 References); M.L.S. Thesis

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Government Publications, *Information Retrieval, *Information Utilization, *Library Materials

Identifiers—*Congressional Hearings

Committee hearings are among the most important documents issued by Congress because they contain the transcript of testimony given be-

fore the committees. Here presumably the major proponents and opponents of a bill voice their opinions, recite facts and support their beliefs. The transcripts of proceedings of Congressional committee hearings are among the type of documents most often mentioned as presenting problems in the library because the form and arrangement in which they are printed makes them a troublesome type of publication. They are troublesome because there is no uniformity in the identity and numbering of these hearings. For this study, seventeen Senate and twenty House Committees were used. Hearings printed from 1944-1949 and 1956 to 1972 were examined regarding their respective histories and their current numbering systems. It was found that the Committees of Congress are slowly moving toward one numbering system—the combination code. This system is clear and precise. It relates the Congress in which the hearing was held as well as the number of the hearing. This numbering system will enable committee members, scholars, and interested citizens to utilize the hearings more effectively. (Author/NH)

ED 066 162

LI 003 793

Gravenhorst, Hans

The Library Science Institute of the University of Buenos Aires: Summary of Its Objectives and Services.

Universidad de Buenos Aires (Argentina). Instituto de Bibliotecologia.

Pub Date Feb 72

Note—10p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographic Citations, Documentation, *Foreign Countries, Interlibrary Loans, Librarians, Library Cooperation, *Library Science, Library Services, *Union Catalogs, *University Libraries

Identifiers—*Buenos Aires, Librarianship

The main objectives of the Institute, which was founded in 1941, are to act as a center for bibliographic and documentary information and to be the co-ordinating body for the libraries belonging to the ten schools of the University of Buenos Aires. To fulfill this objective, the Institute library possesses the most important sources of bibliographic information including general bibliographies, bibliographies of bibliographies, general catalogs of national libraries, reference works, dictionaries, encyclopedias, etc., and in its union catalog the information representing the holdings of the University of Buenos Aires' Libraries. This summary of the Institute briefly describes each of the sources available from the Institute. To illustrate the importance and scope of the Institute's activities and aims the domestic and international membership affiliations maintained are listed. Additional objectives which the Institute is gradually fulfilling are also listed. (Author/NH)

ED 066 163

LI 003 794

Lipow, Anne And Others

A Report on the Status of Women Employed in the Library of the University of California, Berkeley, with Recommendations for Affirmative Action.

California Univ., Berkeley. Library Affirmative Action Program for Women Committee.

Pub Date Dec 71

Note—61p.;(36 References)

Available from—University Council - American Federation of Teachers, 2510 Channing Way, Berkeley, Calif. 94704 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Employment Opportunities, *Females, Inservice Education, *Librarians, Library Technicians, Salaries, *Sex Discrimination, *University Libraries

Identifiers—University of California (Berkeley)

This report deals with discrimination against women employed as librarians and library assistants at the University of California, Berkeley Library. The report demonstrates that (1) library professional, technical and clerical personnel—both women and men—work in "women's occupations," and, therefore, are underpaid when compared to those employed in "men's occupations" which require similar backgrounds of education and experience; (2) within their respective categories of Librarian and Library Assistant, women are concentrated at the lowest levels; and (3) the opportunities for women to advance in their library careers are apparently diminishing. Some of the broader factors which contribute to

the inferior position of women in the labor force are analyzed, such as stereotyped attitudes about the "nature" of women, discriminatory hiring practices, limited educational opportunities and lack of adequate child-care facilities. Recommendations to correct these inequities include: immediate increase in salary for all women and men employed in the Library to parity with salaries of comparable male-typed occupations; corrective reclassification of women whose advancement has been retarded because of their sex; proposals for changes in hiring and recruitment policies, improvement of in-service training and career development, expansion of educational opportunities, provision of child-care facilities, and implementation of an affirmative action program. (Author/NH)

ED 066 164 LI 003 795
Effectiveness of Smithsonian Science Information Exchange Hampered by Lack of Complete, Current Research Information.

Comptroller General of the U.S., Washington, D.C.
Report No.—B-175102
Pub Date 1 Mar 72
Note—38p.:(0 References); Report to the Congress

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Data Bases, Federal Aid, Federal Programs, *Information Dissemination, *Information Services, *Information Systems, Problems, *Research, *Sciences

Identifiers—Scientific and Technical Information, *Smithsonian Science Information Exchange
The Smithsonian Science Information Exchange is intended to be a clearinghouse for information on current research in physical, biological, and social sciences. The information is compiled to facilitate more effective planning and coordination of research and development programs sponsored by Federal funds. This report informs the Congress of a situation in which failure on the part of Federal agencies to report all pertinent information to the Exchange is hindering the effective coordination of Federal research programs. It is recommended that the role of the Exchange should be evaluated by the Office of Management and Budget, and if it is decided to continue the Exchange, Federal agencies should be required to submit pertinent, timely information about their research projects to the Exchange. (Author/NH)

ED 066 165 LI 003 796

Shaw, David C. Johnson, Dorothy M.
Demographic Computer Library.

Bureau of the Census (DOC), Suitland, Md.
Report No.—TP-25
Pub Date Jun 71

Note—36p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Computers, *Demography, *Libraries, Mathematical Applications, Population Trends, *Programming Languages

Identifiers—DCL, *Demographic Computer Library

The complete comprehension of this paper requires a firm grasp of both mathematical demography and FORTRAN programming. The paper aims at the establishment of a language with which complex demographic manipulations can be briefly expressed in a form intelligible both to demographic analysts and to computers. The Demographic Computer Library (DCL) has been structured around three interrelated operations: Life table construction, stable population generation, and population projection. Life table construction is fundamental to the other two operations. The subroutines of the DCL have been written as parts of a system. The output of one subroutine is available for immediate use by any of a number of other subroutines. Other examples of DCL flexibility are given in part IV. The contribution of the DCL to demographic analysis consists of reducing the drudgery and delays required by the multitude of mathematical computations. The DCL, cannot, however, claim to endow the nondemographer with the ability to produce high quality demographic analysis. (Author/NH)

ED 066 166 LI 003 797

Harris, Michael H.
Narrative Evaluation Report on the Kentucky Right to Read Institute.

Kentucky Univ., Lexington. School of Library Science.

Pub Date [72]

Note—17p.:(0 References); Held at the University of Kentucky, College of Library Science, April 22, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Censorship, Cooperative Programs, Educational Television, Evaluation, *Experimental Programs, *Institutes (Training Programs), Librarians, Professional Continuing Education, *Reading Materials, State Programs, Teachers, Televised Instruction

Identifiers—Kentucky, *Right to Read

The Kentucky Right to Read Institute was intended to present Kentucky librarians and other interested citizens with an introduction to the Right to Read concept and to stimulate thinking and discussion on ways in which libraries and schools might serve this important movement. Participants were educators, librarians, government officials, and private citizens. The program consisted of individual presentations and panel discussions, which were produced and videotaped by the University of Kentucky Television Services. The program was broadcast via the Kentucky Educational Television Network to eleven community colleges scattered across the state, and was viewed by participants on closed circuit television. The problems of producing an institute of this kind are discussed along with the advantages gained by the experimental program. (Author/NH)

ED 066 167 LI 003 798

Nitecki, Danuta A.

Attitudes Towards Interlibrary Cooperation: Summary of a Study.

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.

Pub Date 71

Note—21p.:(1 Reference)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Evaluation, Followup Studies, *Interlibrary Loans, *Librarians, *Library Cooperation, *Library Networks, Questionnaires, Surveys

Identifiers—*Pennsylvania

The participants in the Workshop on Cooperation Between Different Types of Libraries, which was held in November, 1971, in Philadelphia, was surveyed in an effort to determine their attitudes toward interlibrary cooperation. Followup studies were conducted after the workshop to discover what, if any, effect the workshop had on the participants' attitudes. Generally, the workshop participants favored cooperative efforts between different types of libraries, although some problems concerning such efforts in this region were perceived. By the end of the workshop, a few conditions were identified as being significant obstacles to cooperation, and at the same time, actions were specified to overcome these barriers. At the end of the workshop, 70% of the respondents agreed that the lack of creative administrative leadership was a significant barrier to interlibrary cooperation, while only 10% agreed six months later in the followup studies. The impact of the workshop itself has not been completely measured by this study, but increased efforts for cooperation are encouraging. (Author/NH)

ED 066 168 LI 003 800

List of Library and Documentation Associations.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 14 Jan 72

Note—27p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Directories, *International Organizations, *Library Associations, *National Organizations

This list of library and documentation associations is in two parts: the first contains international associations arranged alphabetically by title, and the second groups national associations by country or territory. For the United States, the associations are arranged by states. Within each country or territory, listed in French alphabetical order, entries are arranged first by town and then alphabetically by association name. It should be noted that some addresses are only temporary since, in many cases, the headquarters of national associations are at the same address as that of the president or secretary and change each time new officers are appointed. (Author/SJ)

ED 066 169 LI 003 801

Houghton, Neville, Ed.

Undervalued Areas in Public Librarianship.

Library Association of Australia, Melbourne. Victorian Div.

Pub Date [70]

Note—59p.:(44 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Children, *Films, Foreign Countries, *Foreign Language Books, Library Collections, *Library Extension, Library Programs, Library Services, *Public Libraries, Workshops, *Young Adults

Identifiers—*Australia

Public librarians met at a workshop in Albury, Australia on September 19 and 20, 1970 to discuss areas in which they tend to undervalue their responsibility to the community. The following papers were presented, and appear in this volume: (1) Extension activities for children, (2) Youth, (3) The film society and the public library, (4) The provision of books in foreign languages, (5) Libraries and continuing learning, and (6) Extension activities and the council. (SJ)

ED 066 170 LI 003 802

Eggleton, Richard Burke

Library School Student Associations: A Profile.

North Carolina Univ., Chapel Hill. School of Library Science.

Pub Date Aug 72

Note—72p.:(4 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Group Activities, Group Relations, Group Structure, *Library Associations, *Library Schools, Questionnaires, *Student Organizations

A search of the literature of librarianship reveals that very little has been written concerning library school student associations. Two questionnaires were designed; one to be sent to the deans or directors of American Library Association accredited library schools; one to be sent to the presidents of student associations at American Library Association accredited library schools. Each questionnaire contained questions which were identical, and questions that would be answered only by the group receiving it. The questions explored three broad categories in relation to library school student associations—(1) structure, (2) activities, and (3) relationships. The report is presented using each of these categories as a chapter; questions are presented, results noted and analyzed. A summary section presents a composite picture of the present situation of library school student associations. (Author)

ED 066 171 LI 003 803

1970 Directory of Library Resources for the Blind and Physically Handicapped.

Library of Congress, Washington, D. C. Div. for the Blind and Physically Handicapped.

Pub Date [71]

Note—41p.:(0 References); Revised Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Blind, Directories, Library Circulation, Library Collections, *Library Cooperation, Library Services, *Physically Handicapped, Regional Libraries, *Special Libraries

Identifiers—*Library of Congress

Residents of the United States, its territories and possessions, and American citizens temporarily living abroad who are unable to read or use ordinary print because of physical limitations are eligible for free library service provided by the library of Congress and a system of cooperating regional libraries. The Library of Congress Division for the Blind and Physically Handicapped provides books and magazines in braille and on records and tape (talking books) to regional libraries which distribute these materials through the mail, postage free, to readers in their areas. Machine lending agencies distribute and service specially designed phonographs (talking book machines) and cassette tape players. This directory lists the regional cooperating libraries by state. The address, telephone number, hours of operation, head librarian, number of readers served, description of the collection and circulation statistics are provided for each library. (Author/SJ)

ED 066 172 24 LI 003 804

Goldstein, Bernard And Others

New Bases for Library and Information Services in Metropolitan Areas: Information Usage; Be-

Beliefs, Attitudes, and Exposure to the Mass Media. Final Report.
Rutgers, The State Univ., New Brunswick, N.J. Urban Studies Center.

Spons Agency—Office of Education (DHEW), Washington, D. C. Library and Information Sciences Branch.

Bureau No.—RB-7-1171

Pub Date Jul 72

Grant—OEG-1-7-071171-4489

Note—298p. (0 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Attitudes, Beliefs, Economic Disadvantage, Information Dissemination, Information Needs, *Information Services, Information Sources, *Information Utilization, *Library Services, *Mass Media, *Metropolitan Areas, Use Studies

This is the report of an exploratory study aimed at testing one method of obtaining data on the information needs and sources of people in a medium-sized city, New Brunswick, New Jersey. An underlying goal was to explore what is often assumed, that needed information is gathered and used, and that there is an unmet need for information. Poverty was selected as the topic around which to focus the study. To find out what information was available to the community, the mass media were monitored on a sample basis. In addition, representatives of a sample of organizations were interviewed about the information concerning poverty disseminated by their organizations. This sample, and a random sample of household representatives were interviewed as to their exposure to information about poverty, their beliefs and attitudes, and their needs for information. An analysis was made of the nature of the fit between exposure on the one hand and attitudes and beliefs on the other. Of interest to libraries concerned with disseminating information is the finding that different segments of the community are attuned to different types of media, and within the types, to different media agents. (Author)

ED 066 173

LI 003 805

A Systems Analysis of Southwestern Spanish Speaking Users and Nonusers of Library and Information Services Developing Criteria to Design an Optimal Model Concept. Final Report.

National Education Resources Inst., Inc., Washington, D.C.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 72

Grant—OEG-0-70-1933

Note—463p. (113 References)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Evaluation, *Information Services, *Library Services, Mexican Americans, *Public Libraries, *Spanish Speaking, Surveys, *Use Studies

This project was conceived to scientifically factor the elements of importance and then to formulate library systems concepts that would have short and long range meaning to the Mexican American community. A three phase program was initiated to achieve these objectives. The first phase was a seven group survey to determine (1) how many Mexican Americans use library facilities, (2) what element of the population they represent, (3) what benefits they derive from the system and (4) what socio-economic factors affect library usage in the Mexican American community. The seven surveys included: (1) users of libraries, (2) non-users of libraries, (3) top level administrators of public libraries, (4) working librarians of public libraries, (5) top level administrators of public and parochial schools, (6) working librarians of public and parochial schools and (7) administrators of community/junior colleges. The second phase consisted of analyzing the data of the surveys to determine the city demographic differences or the personal Mexican American attributes that were causal effects in library usage and non-usage. The third phase extended the knowledge derived from the surveys to anticipate near term and long term community requirements and the libraries' possible response and participation in these needs. (Author/NH)

ED 066 174

LI 003 806

Dewhirst, H. Dudley
The Role of the LRC Technical Library in Fulfiling the Information Needs of Professional Employees.

Spons Agency—National Aeronautics and Space Administration-American Society for Engineering Education Summer Inst., Langley Station, Va.

Pub Date Aug 70

Note—86p. (32 References); Study done at Langley Research Center, Hampton, Va.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Critical Incidents Method, *Evaluation, *Evaluation Techniques, *Information Sources, Library Collections, Library Facilities, *Library Services, Questionnaires, *Research Libraries, Use Studies

Identifiers—*Langley Research Center, Library Role, Scientific and Technical Information

This library evaluation is based primarily on responses of some 320 members of the professional research staff and 50 members of the professional administrative staff at the Langley Research Center to a questionnaire. Evaluation first considers the library as a whole as only one part of a total system of information sources serving professionals. This is followed by an evaluation of the collection, facilities and tools, and services of the library based on responses of those who use the library more than six times a year. A major feature of the evaluation is the use of a critical incident technique in which respondents furnish details of a recent incident when they located information which proved useful in their work. The role of the library is then inferred from comparison of information source utilization using a previous study as a standard. The analysis of the library collection, tools and facilities, and services provides the basis for more detailed evaluation and recommendations. (Author/SJ)

ED 066 175

LI 003 810

Report on Adequacy and Management of Services Furnished to Scholars and Researchers by Presidential Libraries.

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

Report No.—House-R-92-898

Pub Date 72

Note—31p. (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Federal Government, *Government Libraries, Investigations, *Library Services, *Special Libraries

Identifiers—*Presidential Libraries

In April 1971, the chairman of the Subcommittee on Census and Statistics requested that the General Accounting Office (GAO) conduct a management-type review of the adequacy of services furnished by the Presidential libraries. The assignment called for an examination of: (1) the adequacy of the libraries' systems for cataloging materials and making them available to users, (2) the policy and management direction provided by the libraries, (3) the adequacy of services furnished to scholars and researchers by library staffs, and (4) the publicity given to library contents and research performed by library employees. The review was performed at the F. D. Roosevelt, H. S. Truman and D. D. Eisenhower libraries. The GAO report was submitted to the subcommittee on October 26, 1971. This document contains the background of the issue leading to the investigation, the GAO report and other pertinent material, and the subcommittee's findings and recommendations. (Author/SJ)

ED 066 176

LI 003 811

Guide for the Development of Library Skills and Services in the Sulphur Springs Independent School District, Grades K-12.

Sulphur Springs Independent School District, Tex.

Spons Agency—East Texas State Univ., Commerce. Dept. of Library Science.

Pub Date 72

Note—34p. (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Curriculum Guides, Elementary Grades, Kindergarten, *Library Instruction, *Library Skills, Secondary Grades

This guide consists of a series of behavioral objectives for the student, K-12. It has been prepared by librarians to aid teachers in using the library as an extension of their classroom teaching and to aid librarians in providing the needed materials and activities for both teachers and students. It should be useful to teachers in planning challenging learning situations and experiences. It will, when properly used, serve as a control for the teaching of library skills according

to the student's needs and abilities so as to provide each student with a range of skills and pleasures that he may carry on and increase throughout his adult life. The assumptions of the guide are that: (1) instruction in library skills should be triggered by the classroom assignment, (2) library skills should be part of the total curriculum, (3) each reference tool should be taught as part of a larger undertaking, (4) instruction should be continuous and cumulative throughout grades K-12 and (5) some library activities should be planned to introduce enrichment and cultural forms to serve individual and group interests. (Author/SJ)

ED 066 177

LI 003 812

Schwarzopf, LeRoy C.

Regional Libraries and the Depository Library Act of 1962.

Pub Date Jun 72

Note—54p. (27 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Depository Libraries, Federal Aid, Federal Legislation, *Government Publications, *Interlibrary Loans, Library Cooperation, Library Reference Services, Library Services, *Regional Libraries, State Libraries

This report is a ten year review of the regional depository library system for federal government documents which was established by the Depository Library Act of 1962. It describes the status of programs which regional libraries have undertaken to comply with the requirements of the Act to "provide interlibrary loan, reference service, and assistance in the disposal of unwanted publications." Also described are the retention policy of regional libraries for materials which they are authorized to discard as an exception to the Act, and the attitude of documents librarians on the desirability of providing federal support to regional depository libraries. The report traces the history of earlier depository library legislation, and analyzes the ten year results of other major changes of the Act of 1962: increase in the number of congressional designations, increase in the number of federal depository libraries, and distribution of non-GPO documents through the depository library system. The report is based on response to a mail questionnaire, visits to selected regional depositories, and the experience of the author who is a regional depository librarian. (Author)

ED 066 178

LI 003 813

Meeting of Experts on Book Development in the Arab Countries (Cairo, May 1-6 1972). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—COM-MD-23

Pub Date 28 Jul 72

Note—28p. (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Books, Conference Reports, Foreign Countries, International Programs, *Program Development, *Publishing Industry, Regional Cooperation, Regional Programs

Identifiers—International Book Year

Experts from thirteen Arab nations met to discuss book development in their countries. This document, which is divided into four sections is a report of that meeting. Part one considers the problems of book development in the Arab countries under the following headings: (1) the present situation, (2) development of national book production, (3) development of national book distribution and (4) promotion of the flow of books within and to and from the region. The second part deals with International Book Year plans in the Arab states. Part three relates to the Egyptian proposal for the creation of a regional center for book development. Recommendations for a program of action are presented in part four. (SJ)

ED 066 179

LI 003 814

Advailability of Adopting an International Regulation Concerning the Photographic Reproduction of Copyright Works.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—UNESCO-17C-23

Pub Date 17 Jul 72

Note—11p. (0 References); General Conference, 17th Session, Paris 1972. Item 25 of the Provisional Agenda

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Copyrights, *International Law, International Programs, *Reprography
Identifiers—UNESCO

The preliminary study of the technical and legal aspects of photographic reproduction of copyright works, submitted to the UNESCO General Conference shows that the use of modern methods of reproduction, including photocopying, microform reproduction and analogous procedures, makes it desirable to seek ways of reconciling users' interests with the rights of the authors and publishers of works reproduced in this way. While it is necessary to protect the legitimate rights of copyright holders, their control over the use of copyright works must not become an obstacle to the development and improvement of documentation systems. Account must be taken of the interests of authors and publishers, but also of the advantages that photographic reproduction processes offer to users, libraries, documentation centres, educational establishments, research workers, etc. This report does not repeat the arguments set forth in the preliminary study regarding the desirability and timeliness of adopting an international regulation on this subject, but takes into account new factors that have become operative since that document was prepared. This report also considers the possible scope of the proposed regulation and the method which should be adopted for the purpose. (Author/SJ)

ED 066 180

LI 003 815

Lakhanpal, S. K.
Library Binding Manual. Revised Edition.
Saskatchewan Univ., Saskatoon. Murray Memorial Library.

Pub Date 72

Note—50p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Books, *Library Collections, *Maintenance, Manuals, Periodicals, *Repair

Identifiers—*Book Binding

This procedural manual is designed to be used in bindery sections in public, university and special libraries. It briefly discusses these general matters: administrative control; selection of a binder; when and what to bind; conventional binding; routines; missing issues; schedule for shipments; temporary binding; rare books, maps and newspapers; advertisements, thickness of bound volumes; and supplements. The following topics are covered in the working manual: sources of material for binding, types of material received in the bindery section, collection of material for binding, preparation of material for the bindery, preparation of seals for binding, preparation for the receipt of shipment from the binder, processing the bound material, rush binding, payment of invoices, and miscellaneous items of concern. A standard lettering system, material on pamphlet binding and mending, and some binding samples are in the appendices. (SJ)

ED 066 181

LI 003 816

Vaughn, William J. Dunn, J. D.
A Model for Conducting Job Satisfaction Research in On-Going Organizations.

Spons Agency—North Texas State Univ., Denton.

Pub Date 72

Note—37p.;(0 References); This is the first of a series of articles reporting results of the North Texas State University Research Studies in Job Satisfaction

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employee Attitudes, Industrial Relations, *Job Satisfaction, Librarians, Libraries, Management, *Measurement Techniques, Models, *Research, *University Libraries, *Work Environment

Identifiers—Interuniversity Council, IUC, JDI, *Job Descriptive Index, On Going Organizations

Job satisfaction is the feeling an employee has about his pay, his work, his promotion opportunities, his coworkers, and his supervisor. The model for conducting job satisfaction research suggested in this study gives specific attention to: (1) how job satisfaction can be measured; (2) the major pitfalls likely to be encountered by those who conduct such research and (3) how job satisfaction data can be obtained, analyzed and interpreted by management. The universe of this study was comprised of six libraries of the Interuniversity Council (IUC). The Job Descriptive Index (JDI) was used to measure job satisfaction in the areas of pay, promotion, supervision, work,

and people on the job. The ultimate goal of job satisfaction research is two-fold: (1) to increase the understanding of employees and their supervisors in regard to the reasons underlying current management policies and practices and (2) to increase long-term understanding of the meanings and implications for managerial policy and practice of basic research in the field of job satisfaction. (Related studies are: LI003817 through 003821). (Author/NH)

ED 066 182

LI 003 817

Vaughn, William J. Dunn, J. D.

A Conceptual Framework for Monitoring Job Satisfaction in On-Going Organizations.

Spons Agency—North Texas State Univ., Denton.

Pub Date 72

Note—18p.;(0 References); This is the second of a series of articles reporting results of the North Texas State University Research Studies in Job Satisfaction

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employee Attitudes, *Job Satisfaction, Management, *Measurement Techniques, Models, *Research, *Work Environment

Identifiers—JDI, *Job Descriptive Index, *On Going Organizations

One instrument, the Job Descriptive Index (JDI), used for indexing job satisfaction is described in this paper. The techniques for analyzing and using the data collected by administering this instrument are also presented. The JDI measures job satisfaction in the areas of pay, promotion, supervision, work, and people on the job. This paper includes: (1) the criteria for selecting an instrument for measuring job satisfaction, (2) a heuristic model for determining job attitudes, (3) a heuristic model for measuring employee attitudes, (4) a model illustrating actual employee attitudes in a specific organization and (5) an illustration of the dynamic nature of individual employee's feelings about his job. (Related studies are: LI003816 and LI003818 through 003821). (Author/NH)

ED 066 183

LI 003 818

Vaughn, William J. Dunn, J. D.

The Multidimensional Nature of Job Satisfaction in On-Going Organizations.

Spons Agency—North Texas State Univ., Denton.

Pub Date 72

Note—31p.;(0 References); This is the third of a series of articles reporting results of the North Texas State University Research Studies in Job Satisfaction

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employee Attitudes, *Hypothesis Testing, Industrial Relations, *Job Satisfaction, Librarians, Libraries, Management, *Measurement Techniques, *Research, *University Libraries, Work Environment

Identifiers—JDI, *Job Descriptive Index, *Null Hypothesis, On Going Organizations

Scientific investigation begins with the null hypothesis which states that there is no relationship between sets of phenomena or sets of variables. This hypothesis is based on the philosophical and physical principle that there is a tendency toward disorder in the universe. This is also commonly referred to as the law of entropy. In order to impose system and order upon the chaotic sequences of events in the managerial universe, methods of analysis must be discovered which accept the null hypothesis but also recognize the concomitant existence of the alternate hypothesis which states that there is a relationship between sets of phenomena. In the spring of 1972, job satisfaction in a large modern library was surveyed. The purpose of the study was to discover whether regular patterns of dispersion did exist in the library. The validity of the null hypothesis was assumed but the alternate hypothesis was not excluded. It was found that certain relationships did exist and statistical implications of the data appeared to nullify the broad premises of the null hypothesis. (Related studies are: LI003816, 003817 and LI003819 through 003821). (Author/NH)

ED 066 184

LI 003 819

Vaughn, William J. Dunn, J. D.

The Effect of Occupation Upon Job Satisfaction in On-Going Organizations.

Spons Agency—North Texas State Univ., Denton.

Pub Date 72

Note—24p.;(0 References); This is the fourth of a series of articles reporting results of the

North Texas State University Research Studies in Job Satisfaction

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clerical Workers, Employee Attitudes, Industrial Relations, *Job Satisfaction, Librarians, Libraries, Library Technicians, *Management, *Measurement Techniques, *Occupations, *Research, Surveys, University Libraries, Work Environment

Identifiers—JDI, Job Descriptive Index, On Going Organizations

The question which this paper poses for resolution is: What are the relationships (if any) existing between job satisfaction, on the one hand, and occupation, on the other? The answer to this query is significant for two reasons: (1) the existence of relationships raises fundamental issues for consideration and (2) if no relationships exist; it is futile to continue down this road of inquiry. The techniques used in the study to assess employee satisfactions in a large, modern university library consisted of a series of formal and informal presentations followed by a Job Descriptive Index (JDI) questionnaire. The employees were requested to answer the JDI on a confidential basis. The occupational categories (professional library assistant, professional administrator, clerical) constitute the stratification principle upon which the data were structured. It was found that, overall, the professional library assistant enjoys her work most. Next, in overall satisfaction, is the professional librarian. The clerical employee enjoys her work least. Possible reasons for these findings are discussed. (Related studies are: LI003816 through 003818 and LI003820 and 003821.) (Author/NH)

ED 066 185

LI 003 820

Vaughn, William J. Dunn, J. D.

A Structural Analysis of the Determinants of Job Satisfaction in On-Going Organizations.

Spons Agency—North Texas State Univ., Denton.

Pub Date 72

Note—30p.;(0 References); This is the fifth of a series of articles reporting results of the North Texas State University Research Studies in Job Satisfaction

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employee Attitudes, Industrial Relations, *Job Satisfaction, Librarians, Libraries, *Management, *Measurement Techniques, Models, *Research, University Libraries, *Work Environment

Identifiers—JDI, *Job Descriptive Index, On Going Organizations

Organizational effectiveness is composed of two concepts: (1) job satisfactions and (2) employee performance. In this paper the concept of job satisfactions is delimited to include five principal areas, viz., work, pay, promotion, people, and supervision. Employee performance is the reciprocal concept. This paper is directed toward the job satisfactions area. This paper explores one facet of the more comprehensive study of Interuniversity Council (IUC) libraries. Its purpose is to compare and contrast two major divisions of the largest of the IUC consortium libraries. The goal is to study the laws relating situations, personal characteristics, and policies to satisfactions and to behavior. The library studied is divided into its two functional halves: (1) Public Services Division and (2) Technical Services Division. It was found that Public Services employees in this library are happier than their counterparts in Technical Services. Each of the five principal areas of job satisfactions are explored for each division of the library. (Related studies are: LI003816 through 003819 and LI003821.) (Author/NH)

ED 066 186

LI 003 821

Vaughn, William J. Dunn, J. D.

An Investigation into the Relationship Between Education and Job Satisfaction in an On-Going Organization.

Spons Agency—North Texas State Univ., Denton.

Pub Date 72

Note—14p.;(0 References); This is the sixth of a series of articles reporting results of the North Texas State University Research Studies in Job Satisfaction

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Education, Employee Attitudes, Industrial Relations, *Job Satisfaction, Libraries, *Management, Measurement Techniques, *Research, *University Libraries, Work Environment

Identifiers—JDI, Job Descriptive Index, On Going Organizations

The research on which this paper is based was conducted in a large, modern library which had approximately 107 full-time employees. The sample selected for study consisted of 67 employees, 22 male and 45 female. The original study explored the relationships between six areas of job satisfaction and 55 individual and situational variables defining the work setting of the library. This article isolates the variable of Education in a special analysis which is intended to show whether any connection exists between the independent variable of educational level and the criterion variable of job satisfaction. The findings of this study are inconclusive with regard to the relationship (if any) subsisting between education and job satisfaction. More research is needed to determine whether the equivocal relationship found in this study is an episodic finding solely or whether it is, in fact, a more universal phenomenon. (Related studies are: LI003816 through 003820.) (Author/NH)

ED 066 187 LI 003 822
First Report of the Working Party on Information Retrieval & Dissemination to the 206th Meeting of Council, 20th March, 1971.

Institution of Engineers, Sydney (Australia).
 Pub Date [72]

Note—9p.:(0 References); Appendix B
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Engineers, Foreign Countries, *Information Dissemination, *Information Retrieval, *Information Services, Information Systems, *National Programs, *Policy Identifiers—Australia, *Scientific and Technical Information

The working party was established with instructions to recommend a policy on scientific and technical information retrieval and dissemination and on how that policy might best be implemented. This report of the working party defines what the objectives of such an information system should be and discusses the governmental responsibility toward the system as well as the steps necessary for setting up the service. It is recommended that: (1) Council inform the Prime Minister of the need to take urgent action to deal with the information problem and press for the prompt establishment of a National information service; (2) the attention of the Prime Minister be drawn to the need for representation from the user at the professional level; (3) kindred societies be informed of the Institution's action and invited to lend their support; (4) the Institution continue educating members to use its library and other information services and (5) the working party continue its work and report periodically to Council. (Author/NH)

ED 066 188 LI 003 823
Transvaal Provincial Library Advisory Board Report on the Library Service for the Year Ended 31st December, 1971.

Transvaal Provincial Administration, Pretoria (South Africa). Transvaal Provincial Library Advisory Board.

Pub Date [72]
 Note—57p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Ethnic Groups, Foreign Countries, Interlibrary Loans, Librarians, Library Circulation, Library Collections, Library Education, Library Facilities, *Library Services, Library Technicians, *Public Libraries, Regional Libraries, Statistics Identifiers—*South Africa

All facets of library services activities are reported. Each of thirteen regional libraries is represented by brief individual reports. Statistics of library services activities are given in tabular form. (NH)

ED 066 189 LI 003 824
Freebairn, Mark R. Palmer, Rita
A Survey and Analysis of Reading Habits and Library Use Patterns of the Central City Residents of Salt Lake City, Utah.

Pub Date 1 Jul 72

Note—168p.:(29 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Library Planning, *Library Surveys, *Public Libraries, Questionnaires, *Reading Habits, *Social Factors, *Use Studies Identifiers—*Salt Lake City, Utah

The purpose of this study was to survey and analyze two census tracts of Salt Lake City proper, a residential area frequently referred to as Central City. This study was commissioned by Richard J. Rademacher, Director, Salt Lake City Public Library. A questionnaire was formulated through an analysis of other surveys at the conclusion of an extensive literature search. The questionnaires were randomly distributed to 250 residents of Central City. Of the total questionnaires distributed, 243 were retrieved, giving a total response of 98 per cent. The data were analyzed in several ways—cumulative comparisons, internal comparisons and national and local comparisons of similar surveys. Conclusions were made concerning social factors, reading patterns, and library use. Constructive suggestions were made which could be used as guidelines in future planning activities for the Central City area. Areas for further studies are suggested in order to give this survey more depth and meaning. Additional research is necessary in order to develop effective means of increasing public awareness and appreciation of the benefits to be obtained through the use of the library. (Author)

ED 066 190 LI 003 825
International Standardization of Library and Documentation Techniques.

International Federation for Documentation, The Hague (Netherlands); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—COM-WS-257

Pub Date 13 Mar 72

Note—289p.:(275 References)

Available from—Director, Distribution Division, Bureau of Documents and Publications, UNESCO, Place de Fontenoy, 75 Paris 7e, France

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, Cooperative Programs, *Documentation, Information Processing, Information Scientists, *International Programs, Librarians, *Library Standards, Library Technical Processes, Standards Identifiers—*UNESCO

This comparative study of the national and international standards, rules and regulations on library and documentation techniques adopted in various countries was conducted as a preliminary step in determining the minimal bases for facilitating national and international cooperation between documentalists and librarians. The study compares and evaluates the various existing standards, and proposes action to create the necessary conditions for the general adoption of standardized technical processes in library and documentation work with a view to increasing compatibility in this field. The subject field is divided into four major sections: layout of documents; library work and equipment; documentation work and services; and mechanization of library and documentation processes. Within these, special emphasis is placed on themes which have an important bearing on the international dissemination of information as well as on themes of growing importance such as mechanization. (Author/NH)

ED 066 191 LI 003 826
A Design for Library Services for the Standing Rock Sioux Tribe.

Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys; National Indian Education Association, St. Paul, Minn.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date Jun 72

Grant—OEG-0-71-4564

Note—197p.:(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adults, *American Indians, Bilingualism, Elementary School Students, *Information Needs, Library Facilities, *Library Services, Secondary School Students, *Students Identifiers—*National Indian Education Association, NIEA

The Standing Rock Sioux Tribal Library Study is part of a national project designed to identify and meet the information needs of Indian people. Chapter I provides: (1) a description of the National Indian Education Association (NIEA) Library Project, (2) a summary description of the Standing Rock Sioux Reservation and (3) an overview of the report. Chapter II presents the design of the study and it relates to the Standing

Rock Sioux Reservation. This chapter contains sections dealing with goals and objectives of the study and study procedures. The findings of the study are reported in the sections dealing with information needs of: (1) elementary pupils, (2) secondary students, (3) adults, (4) existing library facilities and services and (5) data on bilingual needs. These sections are included in Chapter III. The final chapter attempt to identify innovative delivery mechanisms and programs to meet the identified information needs of the Reservation. The presentation provides essential background information, administrative and organizational components of the proposed model, and suggestions regarding materials and delivery systems. (Related studies are LI003827-003830.) (Author/NH)

ED 066 192 LI 003 827
A Design for an Akwesasne Mohawk Cultural Center.

Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys; National Indian Education Association, St. Paul, Minn.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date Jun 72

Grant—OEG-0-71-4564

Note—172p.:(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adults, *American Indian Culture, *American Indians, Bilingualism, *Cultural Centers, Demonstration Centers, Elementary School Students, *Information Needs, *Library Services, Models, Secondary School Students, Students

Identifiers—*National Indian Education Association, NIEA

Historically, the library-information needs of Indian people have been neglected. This neglect is due to a lack of printed and other materials. To meet these information needs, the National Indian Education Association (NIEA) received a Grant from the U.S. Office of Education for the purpose of researching, planning and implementing demonstration library centers. Chapter I of this report contains background information and an overview of the project. Chapter II presents a description of the study design in which the goals and objectives of the study, study procedures, instrument development, and the collection and analysis of data are described. Chapter III presents the results of the questionnaires and inventories administered in the Akwesasne Mohawk community to identify the informational needs of elementary pupils and secondary students and adults. Existing informational resources are also described. Chapter IV describes the proposed informational demonstration model for the St. Regis community. This model will include a discussion of administrative and organizational components, plant facilities, and materials selection and delivery systems. (Related studies are: LI003826 and LI003828-003830.) (Author/NH)

ED 066 193 LI 003 828
A Design for Library Services for the Rough Rock Community.

Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys; Transvaal Provincial Administration, Pretoria (South Africa). Transvaal Provincial Library Advisory Board.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date Jun 72

Grant—OEG-0-71-4564

Note—174p.:(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adults, *American Indians, *Demonstration Centers, *Design, Elementary School Students, *Information Needs, Information Sources, *Library Services, Models, Secondary School Students, Students

Identifiers—*National Indian Education Association, NIEA

Following the introduction, Chapter I provides: (1) a summary description of the National Indian Education Association (NIEA) Library Project, (2) a description of the Rough Rock Community, and (3) the organization of this study. Chapter II presents a detailed design of the project and describes the goals and objectives of the study, development of study procedures, development of instruments, and the collection and analysis of data. Chapter III describes the results of the

questionnaires and inventories administered to the Rough Rock community to identify informational needs of elementary and secondary students, their teachers, and adults, as well as the availability of existing informational resources. Chapter IV proposes a model informational demonstration center for the Rough Rock community. This model will include administrative and organizational components, financial support, plant facilities, and materials and delivery systems required. (Related studies are: LI003826, 003827, 003829, and 003830.) (Author/NH)

ED 066 194 LI 003 829
Summary of the National Indian Education Library Project Report.

Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys; National Indian Education Association, St. Paul, Minn.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date Jun 72

Grant—OEG-0-71-4564

Note—46p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, *American Indians, *Demonstration Centers, Elementary School Students, *Information Needs, Library Programs, *Library Services, *Models, Secondary School Students, Students

Identifiers—*National Indian Education Association, NIEA

The purpose of the National Indian Education Association (NIEA) Library Project is to plan, develop, and demonstrate library programs that meet informational needs in Indian communities. The project is planned in four phases: (1) identification of informational needs through intensive research in selected Indian school communities and development of proposed delivery systems intended to meet these needs; (2) implementation of demonstration programs; (3) operation of demonstration centers and (4) evaluation of demonstration center effectiveness. The end result of the first phase was to propose three general models for meeting the informational needs of Indian people. The model for each site is deliberately different for experimental purposes. This brochure summarizes the activities and findings of the entire first phase of the project. (Related studies are: LI003826-003828 and 003830.) (Author/NH)

ED 066 195 LI 003 830
National Indian Education Association Library Project. Appendices.

Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys; National Indian Education Association, St. Paul, Minn.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date [Jun 72]

Grant—OEG-0-71-4564

Note—106p.:(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adults, *American Indians, Elementary School Students, *Information Needs, *Library Services, Questionnaires, Secondary School Students, Students, Surveys

Identifiers—*National Indian Education Association, NIEA

The appendices contained in this document are: (1) Elementary Student Information Needs Questionnaire, (2) Library-Information Needs Questionnaire (for secondary students), (3) Elementary Teacher Library Information Needs Questionnaire, (4) Secondary Teacher Library Information Needs Questionnaire, (5) Adult Information Needs Interview Schedule (English and Navajo), (6) Library Inventory Checklist and (7) Community Inventory Checklist. (The studies for which these appendices are applicable are: LI003826 through 003829.) (Author/NH)

ED 066 196 LI 003 831
Roberts, A. Hood. *Wayna, Adam G.*

Experiment in Fast Dissemination of Research in Selected Fields in Linguistics. Final Report.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Bureau No—BR-9-0239

Pub Date Aug 72

Grant—OEG-3-9-180239-0046(095)

Note—31p.:(1 Reference)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Experimental Programs, *Information Dissemination, *Information Needs, *Information Sources, *Linguistics

The project was designed to develop a mechanism for the distribution of free bulletins of abstracts of accepted papers with the full versions available on microfiche or in hard copy from a commercial service bureau. However, the project did not succeed in attracting enough participants to justify its continuation. Because of its experimental nature and the lack of data, the conclusions reached were largely speculative. They are as follows: (1) actual information needs in the fields covered should have been determined by preliminary studies, (2) subject areas covered by the project were not suitable for a fast dissemination experiment, (3) new publication outlets had already been created in linguistics, (4) the project did not provide ego satisfaction for the authors, (5) the participation rules were too elaborate, (6) the project did not uncover conclusive proof of the existence of special interest groups in its fields of coverage. The report includes a set of recommendations for those who might want to organize a similar program in the social sciences. Appended are a description of document handling and organizational procedures, as well as the description of the project's predecessor, Program for the Exchange of Generative Studies. (Author/NH)

ED 066 197 LI 003 832

A Study of Exemplary Public Library Reading and Reading-Related Programs for Children, Youth, and Adults. Volume I and II.

Barass, Reitzel, and Associates, Inc., Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D. C.

Pub Date Jul 72

Contract—OEC-0-70-4921

Note—612p.:(0 References)

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Adult Reading Programs, *Case Studies, Children, Cost Effectiveness, Evaluation, *Library Programs, *Library Services, *Public Libraries, *Reading Programs

Case studies are presented of 30 public library reading and reading-related programs. Each case includes a description of the program, estimation of costs, and analysis of effectiveness. The 30 programs serve a variety of age groups: preschool children (N = 7), elementary school age children (N = 7), young adults (N = 6), adults (N = 5), and more than one age group (N = 5). The programs serve a wide range of socioeconomic groups: disadvantaged (N = 19) and non-disadvantaged (N = 11), urban (N = 19) and non-urban (N = 11). In cost, the programs range from an estimated total of \$580 to \$164,000. Their activities spread encompasses bookmobiles (N = 9), deposit collections (N = 9), and group activities (N = 12). The programs were selected from 243 public library programs nominated as successful by federal, state, and local library officials. Information on the 243 programs is presented respecting effectiveness (measured through a telephone survey), variety (in terms of funding source, targeted age group, literacy level, socioeconomic group, and program activities), and availability for field visits. Twenty of the 30 case-study programs are identified as exemplary. These have had an identifiable reading or reading-related impact on certain of their participants at an estimated cost which is reasonable in relation to the extent of participant impact. (Author)

ED 066 198 LI 003 833
DeProspero, Ernest R.

Data Collection and Description of HEA II-B Institutes - 1968-1969. Final Report.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Bureau No—BR-00759

Pub Date Jan 72

Contract—OEC-0-70-5234

Note—69p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Bases, *Data Collection, Evaluation, *Institutes (Training Programs), *Librarians, *Library Programs

Identifiers—*Higher Education Act of 1965 Title IIB

This study examines the first two years of the Higher Education Act (HEA) Title II-B Institute Program, 1968 and 1969. The primary objective is to describe the institutes and provide a data

base for the program. The data base includes Division of Library Programs records, final evaluative reports, "plans of operation," and information on the institute participants and directors collected by mailed questionnaires. Unstructured, in-depth interviews were held with Regional Program Officers, Division of Library Programs staff, and with a sample of institute directors. During the two-year period 156 institutes were funded, which some 4668 participants attended. Most of the institutes were full-time residential programs with 67 percent held during the summer months. Roughly classified, some 39 percent of them were school library-oriented; the next highest, 10 percent, were oriented to public libraries. The directors reported the greatest impact (32 percent) was "stimulation and interaction between the regular staff and students and those of the institute." For the participants, attitude change, job satisfaction, job skills, and improved job performance were given the highest ratings. Directors derived greatest satisfaction from interaction with participants. The issues of greatest concern to directors were negotiations with the Division, participant selection, ad hoc decision-making, and timing. (Author)

ED 066 199 LI 003 834
Search of the Library Information Collection.

Bradley Univ., Peoria, Ill. Computer Center.

Pub Date [72]

Note—27p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automation, *Computer Programs, Educational Research, *Information Retrieval, Information Services, Logic, Search Strategies

Identifiers—ERIC, *ERIC Data Base

Search of the Library Information Collection (SLIC) is a relatively inexpensive program for searching the ERIC files. The concepts of the inverted file used by the SLIC programs has reduced the overhead required in previous systems thereby decreasing operating costs and loss of valuable research time. The amount of main storage required is small. The system is written in BAL for an IBM 360/370. The programs are self-relocatable and require 32K of main storage. The major part of this manual is concerned with program operations and setup. There is a description of each program and its required input for the person responsible for the data base. All messages issued by the program are listed with the appropriate response for each. (Author/SJ)

ED 066 200 LI 003 835
Access to Machine Readable Bibliographic Data, a Proposal to MERIT.

Wayne State Univ., Detroit, Mich. Univ. Libraries.

Report No—WP-7

Pub Date 8 Aug 72

Note—16p.:(6 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automation, *Bibliographic Citations, *Data Bases, *Electronic Data Processing, *Information Networks, Information Retrieval, *Information Services

Identifiers—*Machine Readable Bibliographic Data Bases, MERIT

As the scholarly record has grown, so have bibliographic control instruments, some of which are in machine readable form. The expense of setting up an organization for access to the machine readable data bases seems beyond the budgets of most institutions. The objective is to establish a dependable service organization to make machine readable data bases available to researchers. MERIT has promulgated the objective to make machine readable data bases accessible to its members. The sharing of competences and facilities will make it possible to establish a service to MERIT institutions collectively that cannot be established separately. This expansion of the MERIT network will make demands on resources and facilities of its members, but in the long run the institutional objectives will be better served. This program will further develop expertise in the planning and development of network goals and not merely represent the interest of the separate member institutions. (Author/SJ)

ED 066 201 LI 003 836
Little, Robert D., Ed.
Cataloging, Processing, Administering AV Materials. A Model for Wisconsin Schools.

Wisconsin Library Association, Madison. Wisconsin Association of School Librarians.

Pub Date 72

Note—63p.;(7 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Cataloging, Definitions, *Information Processing, *Information Storage, *Instructional Materials, Instructional Materials Centers, Library Circulation Identifiers—*Wisconsin

The objective of this cataloging manual is to recommend specific methods for cataloging audiovisual materials for use in individual school media centers. The following types of audiovisual aids are included: educational games, filmstrips, flat graphics, kits, models, motion pictures, realia, records, slides, sound filmstrips, tapes, transparencies, and videotapes. The definition, cataloging, processing, housing, circulation and care of each is discussed. The two basic principles which were applied to this manual are: (1) instructional materials should be centralized, organized and administered for the maximum accessibility and use by students and teachers, and (2) the most important consideration in organizing materials is the content not the form. (SJ)

ED 066 202

LI 003 837

McElfresh, Melvin P.

LI Document Not Available From EDRS.

Our Lady of the Lake Coll., San Antonio, Tex.

Pub Date 24 Jul 72

Note—34p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clearinghouses, *Information Retrieval, *Information Science, Information Sources, *Library Collections, Library Research, *Library Science

Identifiers—ERIC/CLIS

This paper was submitted to Our Lady of the Lake College as an independent study project in Library Science. It covers the 1125 LI documents listed in "Research in Education" from March 1971-April 1972 and focuses attention on the 169 which are not available from the EDRS. It briefly discusses the relative difficulty of obtaining non EDRS LI documents and aims at reducing the difficulty and increasing the control over the non EDRS LI document. Four tables present information which can be used to better control these documents. Table 1 lists the documents by ED number and notes those that are available from the National Technical Information Service, those that are listed in "Library Literature" ERIC/CLIS Lists and those on hand and on order for Our Lady of the Lake College Library. The other three tables use complete bibliographic citations to list the entire 169 non EDRS LI documents and the hardcopy holdings and on order lists of these 169 documents at Our Lady of the Lake College Library. This paper will be especially useful to scholarly libraries that require good control of ERIC/CLIS holdings. (Author)

ED 066 203

LI 003 838

MacConnell, W.

Classification and Coding, An Introduction and Review of Classification and Coding Systems. Management Guide No. 1.

Spons Agency—British Inst. of Management, London (England).

Pub Date 71

Note—34p.;(65 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Codification, Foreign Countries, Information Retrieval, Information Storage, *Information Systems

Identifiers—*England

Nearly all organizations are faced with problems of classifying and coding financial data, management and technical information, components, stores, etc. and need to apply some logical and meaningful system of identification. This report examines the objectives and applications of classification and coding systems and reviews eight systems currently being used by companies. The eight systems reviewed are: Opitz, Brisch, Gildemeister, Pittler, Zafo, Vuoso, Production Engineering Research Association (PERA), and PGM. (Author/SJ)

ED 066 204

LI 003 840

Lebovitch, J.

College Libraries and Tutor Librarianship, An Annotated Select Bibliography.

Hatfield Polytechnic (England).

Report No.—OP-5

Pub Date 71

Note—30p.;(25 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *College Libraries, Foreign Countries, *Library Education, Library Science

Identifiers—England, *Librarianship

The twenty-five items selected for this bibliography include significant contributions to the literature on college librarianship and tutor librarianship for the period 1958-1971. Most of them are taken from the last ten years and form a useful state-of-the-art survey. The authors and titles of all twenty-five items are listed in the table of contents along with the page on which the items appear. (Author/NH)

ED 066 205

LI 003 841

Feldman, N. E.

The Potential Role of Cable Television in Wide-band Distribution Systems.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Library of Medicine, Bethesda, Md. Lister Hill National Center for Biomedical Communications.

Report No.—WN-7088-NLM

Pub Date Oct 70

Note—145p.;(123 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cable Television, Information Services, Information Systems, Mass Media, Planning, *Technology, Televised Instruction, *Television

Identifiers—CATV, *Community Antenna Television

Community antenna television (CATV) is particularly important because of its potential for economically supplying a large number of channels, for providing viewer feedback, and for at least partially shifting the basis of programing support from the advertiser to the viewer. This study examines these aspects of CATV in order to accomplish the following: (1) assess current and future technology, (2) determine feasible directions of network growth, and (3) indicate the planning and regulation required to obtain maximum social benefit. CATV has the potential for providing (1) a vast number of television channels; (2) a signal quality for the most poorly located viewer far superior to that currently available to the most favored viewer of broadcast television; and (3) such new services as truly local origination and viewer feedback, or interactive programming. These features offer the possibility for drastic changes in both commercial television and formal and informal instruction. Whether CATV is merely one more profitable business or whether it becomes a major tool for revolutionizing society's ability to cope with its problems depends on our willingness to support broad technology and policy studies, and to devise and evaluate meaningful experiments delineating the medium's problems and possibilities. (Author/SJ)

ED 066 206

LI 003 842

Cramer, Anne

Hospital Library Development. Hospital Library Handbooks No. 2.

Intermountain Regional Medical Program, Salt Lake City, Utah. Network for Continuing Education.

Pub Date Jan 72

Note—50p.;(32 References)

Available from—Network for Continuing Education, Intermountain Regional Medical Program, 50 North Mountain Drive, Salt Lake City, Utah 84112 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accreditation (Institutions), Audiovisual Aids, Cost Effectiveness, *Hospitals, Library Cooperation, *Library Planning, *Library Services, Library Standards, *Medical Libraries, Patients (Persons), Physicians, Policy Addressed to the administrator of the hospital as well as the librarian, this handbook covers aspects of library service policy and long-range planning. While hospitals of all sizes are discussed, a special effort is made to cover problems of small hospitals (17 to 100 beds) in sparsely-settled regions. Contents: The library as a clinical service, Standards and accreditation (including reprints of standards of the JOINT Commission on Accreditation of Hospitals and of the Connecticut RMP Library Services); Balanced investment and level of service output; Audiovisual services; Regional (and national) affiliations for library service; Gifts; 24-Hour access; Centralized libraries and/or station collections; Multipurpose learning facilities; Library

services to patients. Quotes from leaders in hospital library development are included, as well as references to the literature. Appendix gives addresses of resource libraries, Regional Medical Libraries, and national organizations; and a reprint of the evaluation questionnaire for libraries used by the Joint Commission on Accreditation of Hospitals. However, emphasis of the text is on cost-benefit factors rather than on the specifics of qualifying for accreditation. (Author)

ED 066 207

LI 003 843

Project INTREX. Semiannual Activity Report, 15 March 1972 - 15 September 1972.

Massachusetts Inst. of Tech., Cambridge.

Spons Agency—Carnegie Corp. of New York, N.Y.; Council on Library Resources, Inc., Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—INTREX-PR-14

Pub Date 15 Sep 72

Note—69p.;(52 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, Information Retrieval, Information Storage, Information Systems, *Interlibrary Loans, *Library Automation, *Library Cooperation, *Library Reference Services, Microforms, Search Strategies, Video Tape Recordings

Identifiers—*Project Intrex

Experimentation and analysis dominate the activities with the Intrex information storage and retrieval system. Detailed analysis of the retrieval effectiveness of the Intrex-System configuration have been made in an effort to establish, quantitatively, the value of free-vocabulary and deep subject indexing; the usefulness of various fields of information such as title, abstract, subject-index phrases and so forth as indicators of desired information; and kinds of retrieval strategies that yield most complete and satisfying results. An experiment with the Massachusetts Institute of Technology (M.I.T.) compatible time-sharing computer in which a cluster of users simultaneously engaged the machine for information-retrieval purposes yielded valuable information for future designers of time-sharing systems dedicated exclusively to information retrieval. Details of this experiment are presented in Section B of this report. A thesis on Digital Communication Networks for Information Storage and Retrieval Systems has been presented by Mr. H. V. Jesse in satisfaction of requirements for his Electrical Engineer degree. His results are summarized in Section F. A detailed analysis of the performance reliability of the Intrex full-text storage and retrieval system has been made. The salient points of the study are discussed in Section G. (Author/NH)

ED 066 208

LI 003 844

Goodrum, Charles

How to Secure Additional Information About your Subject. A Guide for Researchers to Reference Material in Their Local Communities.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—Z-1219

Pub Date 23 Feb 71

Note—11p.;(46 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biographies, Books, Encyclopedias, Government Publications, Guides, *Information Sources, Newspapers, Periodicals, *Reference Materials, *Research, Statistical Data, Yearbooks

The information sources suggested in this guide are intended only to describe the kinds of material which are available. It is hoped the guide will serve as a reminder of certain approaches to the information sources discussed which will increase their usefulness to researchers. (NH)

ED 066 209

LI 003 845

Hemminger, Bruce

Automated Search of the ERIC Files: Report Resume File and Journal Article File. User's Instruction Manual.

Iowa Univ., Iowa City. Computer Center.

Pub Date 1 Aug 71

Note—20p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automation, Educational Research, *Information Retrieval, Information Services, Logic, Manuals, *Search Strategies

Identifiers—ERIC, *ERIC Data Base

The University of Iowa Computer Center obtained the ERIC data base on March 15, 1971. In the early stages, the files were reduced in size by eliminating some of the fields, and the program was modified to allow a maximum of 100 hits per search request. This manual is intended to aid the new users during the system's first year of operation. It contains a detailed description of the three components in a search element: (1) preparation of input descriptors, (2) logical operators, and (3) contextual operators. (SJ)

ED 066 210 LI 003 846

Julien, Jane A., Ed.

Government Publications...Awareness is the Key. Proceedings of a Workshop, (Flagstaff, Arizona, July 7-8, 1972).

Northern Arizona Univ., Flagstaff. Government Documents Section.
Pub Date 72

Note—16p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Government Publications, Interlibrary Loans, Librarians, *Library Acquisition, *Library Cooperation, Workshops
Identifiers—*Arizona

The first workshop on the topic of government publications held in Arizona is recorded in these proceedings. The following items were discussed: (1) The Role of the Commerce Department in Government Document Collections, (2) ALA Conference and SRRT on Government Documents, (3) Promotion and Publicity of Documents, (4) Cooperation between Libraries, Exchange and Interlibrary Loan on Documents, (5) Acquisition of Documents, (6) Summation of Federal Document Discussions, (7) State Documents and Classification Scheme, and (8) Summation of State Documents. A list of the workshop participants is appended. (SJ)

PS

ED 066 211 PS 005 758

Rights of Children, 1972. Hearing before the Subcommittee on Children and Youth of the Committee on Labor Welfare, United States Senate, Ninety-Second Congress, Second Session. Part 1: Examination of the Sudden Infant Death Syndrome.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.
Pub Date 25 Jan 72

Note—230p.

Available from—Subcommittee on Children and Youth, Room 506, Senate Annex, U. S. Senate, Washington, D. C. 20510 (no charge)

Document Not Available from EDRS.

Descriptors—*Child Development, Government Role, *Infant Mortality, Infants, *Medical Research, *Physical Development, *Special Health Problems

Identifiers—SIDS, *Sudden Infant Death Syndrome

A hearing held to discover the medical cause of Sudden Infant Death Syndrome (SIDS) and ways to prevent it is reported. The hearing sought in particular to: learn about past and present research efforts; explore the prospects for discovering the cause and preventing future occurrences of SIDS; understand the scope of activity within HEW, to inform the public and professions about this disease; and learn from the Government officials, medical experts, and parents what more can be done to determine the cause and provide assistance to those families who have been victims of the disease. Statements, articles, communications, illustrations, tables, a bibliography, and a listing of NICHD Research Grants on SIDS and related areas during the fiscal year 1971 are provided. (DB)

ED 066 212 PS 005 774

Friedlander, Bernard Z. Cyrulik, Antoinette
Automated Home Measurement of Infants
Preferential Discrimination of Loudness Levels.
Pub Date 70

Note—5p.; Summary of paper submitted to the American Speech and Hearing Association

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Discrimination, *Aural Stimuli, *Data Collection, Hearing Loss, *Infant Behavior, *Infants, Listening, Music

This brief report summarizes a study to identify primary bound conditions of sound level selection as a first step in collecting base-line data for evaluating selective listening performance in infants with known or suspected hearing loss. Ten normal 9 to 22 month old infants in their home cribs played with an automated operant "toy" that allowed them to choose between programs of nursery songs at two different loudness levels. In a two-phase record with more than 60,000 seconds of listening response time, the infants showed a highly significant preference for the louder feedback when the loudness levels differed by about 30 decibels. No preference pattern was shown when the difference in loudness levels was only 10 decibels. (Author/JS)

ED 066 213 24 PS 005 776

Hale, Gordon A. Tawel, Suzanne S.

Children's Component Selection with Varying Degrees of Training.

Educational Testing Service, Princeton, N.J.

Report No—RB-72-21

Bureau No—BR-9-0443

Pub Date May 72

Grant—OEG-2-9-400443-1060(010)

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attention, *Discrimination Learning, *Grade 3, *Grade 7, Measurement Instruments, Models, *Preschool Children, Training, Visual Perception, *Visual Stimuli

A component selection measure developed by Hale and Morgan (1971) was used to determine children's tendency to exercise selective attention. This tendency was assessed at six different levels of training, ranging from undertraining to overtraining, and was examined at each of three ages—4 (N=116), 8 (N=216), and 12 (N=104). In the learning phase, subjects learned the spatial position of each of several stimuli differing in shape and color; the posttest phase determined the degree of importance each subject gave to the two stimulus components during learning. The results indicated that as the subjects learned the task, they maintained a relatively wide focus of attention, acquiring information about both components. This finding is contrary to the James and Greeno (1967) model which indicated that children's attention did not become more selective as learning proceeded to criterion, and, also, contrary to the model, overtraining did not generally tend to "broaden" attention as the subjects acquired little stimulus information beyond the point at which criterion had been reached. (For related document, see ED 058 603) (Author/JS)

ED 066 214 PS 005 783

Saunders, Minta M. Keister, Mary Elizabeth

Nurturing Creativity: The Role of Living Space in the First Years of Life.

North Carolina Univ., Greensboro. Inst. for Child and Family Development.

Pub Date 69

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Childhood Interests, Costs, *Creative Development, Early Experience, *Environmental Influences, Environmental Research, *Physical Environment, Preschool Children, Program Proposals, *Research Proposals

Identifiers—University of North Carolina

This proposal suggests researching the possibilities of offering experiences with surroundings—space, forms, colors, and materials—to many children at any early age. The design for such a setting would provide children with the unique advantage of developing within themselves a sympathy for basic forms, natural materials, and primary colors and demonstrate a total environment for very young children, with an indoor-outdoor living space to enhance their natural curiosity, exploratory needs, sensory perceptions, and creative-imaginative abilities. The need to research what constitutes an appropriate, enriching, and creative physical environment for the very young is emphasized, as well as demonstrating that the cost for such a setting would not be prohibitive. The research and design required would come within the full scope of the graduate program at the University of North Carolina at Greensboro. (JS)

ED 066 215

PS 005 784

Lally, J. Ronald And Others

Training Paraprofessionals for Work with Infants and Toddlers.

Syracuse Univ., N.Y. Children's Center.

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care Centers, *Child Care Workers, *Day Care Services, Disadvantaged Youth, Low Income Groups, *Nonprofessional Personnel, *Personnel Selection, Preschool Children, *Training Techniques

Identifiers—Syracuse University Childrens Center

This report describes the use and training of paraprofessionals at the Syracuse University Children's Center. The Center's primary task is supplying supportive services to low-income families and provides, as part of their day care experiences for the children and their families, staff from various backgrounds and situations so that the children are exposed to many different life styles, personalities, and cultures. Portions of this report on paraprofessionals are devoted to their selection and the method of selection, and training, including prerequisite decisions, availability of materials, training techniques, what the trainers should be alert for, training areas, pre-service and inservice training areas, and training spinoffs for people and programs. (JS)

ED 066 216 PS 005 786

Day, David E. Nurss, Joanne

Language: A Generator of Meaning.

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *English Instruction, Language Ability, *Language Development, *Language Programs, Nursery Schools, *Preschool Children, Private Schools, Program Development, Public Schools
Identifiers—*Day Language Screen

This report suggests some of the implications for those who are teaching young children or for those who might be involved in designing language programs. It is based on the results of a 1968-69 study to determine the effects of instruction over one school year on the language behavior of disadvantaged prekindergarten children in public schools and nondisadvantaged private nursery school children. The Day Language Screen was used to assess each child's pre- and postinstruction ability on receptive and expressive aspects of standard English grammar along with his ability to use attributes in describing selected objects. The implications for instruction relative to language differences are that language program development should emphasize helping children develop increasingly complex ways of using language to express thoughts carefully, as an aid in problem solving, reasoning, and in grouping real and abstract phenomena rather than focusing on teaching the grammar of American English. Specific language skills need to be identified and taught, and children must be given an opportunity to use these skills so related to total development. (JS)

ED 066 217 PS 005 792

Ruedi, Jane West, Charles K.

Pupil Self Concept in an "Open" School and in a "Traditional" School.

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Elementary Grades, *Elementary School Students, *Open Education, Rating Scales, *Self Concept, Semantics, Testing, *Traditional Schools

Identifiers—*How I See Myself Scale

The self concept of fourth (N=9), fifth (N=9), and sixth (N=6) grade children, using Gordon's How I See Myself Scale, were compared in the open and traditional school environments to determine if open-school students' scores would be significantly higher in composite self concept and in each of the factors of Autonomy, Interpersonal Adequacy, Academic Adequacy, and Teacher-School. Students from both types of schools were matched on the basis of grade and Stanford Achievement Word Meaning scores. The results did not support the hypothesis, nor did they support the claims of "open" schooling advocates. One factor, Teacher-School, appeared to be the most amenable to modification by an open schooling treatment. The subject population of this study was not large and doubt is expressed about using a single criterion, that is, self concept, for evaluating schools. (JS)

ED 066 218 PS 005 798

What Day Care Mothers Want to Know: Guidelines for a Pre-Service or In-Service Educational Program for Family Day Care Mothers. Michigan Univ., Ann Arbor. Educational Day Care Consultation Program.

Pub Date Feb 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Day Care Programs, *Guides, *Mothers, *Program Content, *Program Descriptions

Identifiers—Michigan University

This report describes the content of an educational program for family day care mothers based on the results of a year-long collaborative effort of 24 low-income licensed day care mothers and the staff of the Educational Day Care Consultation Program at the University of Michigan. The Project staff, program structure, group meetings, individual home visits, recommended goals of a training program for day care mothers, lists of pamphlets and materials distributed to participants, and selected forms used by the Project are presented and discussed. (Author/JS)

ED 066 219 PS 005 843

Reich, Carol

Preschool Education for Inner-City Children: Preliminary Results of an Experimental Montessori Programme.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Nov 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Experimental Programs, Mothers, Parent Attitudes, *Preschool Education, Preschool Programs, Program Descriptions, *Program Evaluation, Skill Development, Social Development, Social Maturity, *Urban Education, Verbal Ability

Identifiers—*Montessori Approach, Toronto

Early results from a Montessori nursery program initiated by Toronto, Canada, in 1971, to help inner-city children prepare for formal education indicate that the mothers of the 15 three- and four-year-old children were pleased with the program. Specifically, they felt that the children had increased their verbal skills, preparedness for junior kindergarten, and social maturity. However, not all mothers were pleased with the increased independence shown by some of the children. A study of the children's characteristics suggested that caution should be exerted in extrapolating the findings from other so-called disadvantaged children to inner-city children in one's own city. Other data are useful but the needs of a particular population must be carefully observed. When isolating deficiencies or identity needs, wholesale generalizations from superficial measures should not be made. Precise and explicit definitions should be made for such terms as deficient in language, intellectual motivation, or conceptual ability. Otherwise inadequate solutions are likely to result. (JS)

ED 066 220 PS 005 845

Rogers, R. S. Wright, E. N.

The School Achievement of Kindergarten Pupils for Whom English is a Second Language: A Longitudinal Study Using Data from the Study of Achievement.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Jul 69

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Achievement Tests, Bilingual Students, Data Analysis, *English (Second Language), *Kindergarten Children, *Longitudinal Studies, Non English Speaking, Rural Urban Differences, Second Language Learning

Identifiers—Metropolitan Achievement Test, Otis Quick Scoring Mental Ability Test, Toronto

From the Toronto, Canada, longitudinal Study of Achievement, data on the school performance of children for whom English was a second language are presented. Data sources were pupil profile folders, teacher rating questionnaires, Metropolitan Achievement Test, Otis Quick-Scoring Mental Ability Test, student mobility cards, and referrals to psychological service. Approximately two-thirds of the subject population were monolingual (spoke only English) and one-third spoke only another language and/or English and

another language. The results showed that: (1) those pupils for whom English was a second language overcame their performance deficit (due to lack of English fluency) by Grade 3 when they were ahead of monolingual students; (2) they were more likely to leave the school system and enter the separate school system than were monolinguals; (3) they were less likely to be referred to Child Adjustment Services; and (4) they were not a homogeneous group. Speculation regarding these findings center on whether (1) the bilingual advantage continues into the higher grades, (2) exposure to two languages raises school performance, and (3) selective immigration, "national differences," differential performance of rural and urban dwellers, or some other factors are being reflected. (JS)

ED 066 221 PS 005 869

Springle, Herbert A.

Who Wants to Live on Sesame Street?

Learning to Learn, Inc., Jacksonville, Fla.

Note—66p. (Filmed from best available copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Cognitive Development, *Comparative Analysis, Control Groups, Curriculum Design, Day Care Services, *Economically Disadvantaged, Educational Objectives, *Educational Television, Experimental Groups, Hypothesis Testing, Kindergarten Children, Middle Class, *Preschool Education, Teaching Techniques, Testing, Test Results

Identifiers—Metropolitan Readiness Test, Project

Head Start, *Sesame Street

Two studies of the effects of "Sesame Street" are presented. In the first case, the study tested two hypotheses: (1) "Sesame Street" can prepare poverty children for first grade; and (2) "Sesame Street" can narrow the achievement gap between the poor and the middle-class child. Twenty-four pairs of poverty children were randomly selected for an experimental and a control group. The experimental children were exposed in a kindergarten setting to the "Sesame Street" curriculum as the educational component of their program. The results of this experiment shows that the curriculum did not accomplish the two relevant educational goals which were established for it. The aim of the second study was to examine and evaluate the effects of exposing groups of poverty children to different time lengths of viewing "Sesame Street" and compare these groups to groups of non-viewing poverty children. The experimental group (E4) and the control group (C4) both attended all-day day care and Head Start kindergarten. The E4 group watched "Sesame Street" every day and their teacher used the "Sesame Street" curriculum as the cognitive component of their program. The day care program of the C4 group was similar to conventional day care programs and had a structural curriculum as the cognitive component of the program. At the beginning of the fourth week in first grade, the children of both groups were given the Metropolitan Readiness Test, which measures word meaning, listening, matching, alphabet, numbers, and copying. On all measures except word meaning, the C4 children scored higher than the E4 children. The children exposed to "Sesame Street" for over a two year period made significantly less educational gains than the children who participated in a traditional Head Start program. (CK)

ED 066 222 PS 005 874

Lane, Elizabeth M., Ed.

Early Childhood Education Program, ESEA Title I, FY 1971. Project Reports, Volume 6, Book 1, 1971.

Dayton Public Schools, Ohio.

Pub Date 71

Note—174p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Early Childhood Education, *Educational Facilities, *Evaluation Techniques, Grade 1, Grade 2, Health Programs, Kindergarten Children, Preschool Children, *Program Evaluation, *Psychological Evaluation, Test Results

Identifiers—*Early Childhood Education Program, ECE Program, ESEA Title I, Metropolitan Readiness Test, Stanford Achievement Test

Part I of this report, a resume of the Dayton, Ohio, Early Childhood Education (ECE) Program for 1971, is an evaluation of the program. It includes the extent of the services provided an

analysis of the needs of the children by preschool teachers, objectives, the team approach used by the staff including staff make-up and their responsibilities, use of curriculum consultants to guide teachers, use of a special services staff to work with children and teachers, and a health program of prevention and remediation conducted by an ECE nurse, the ECE parent programs, and a general evaluation. Part II is a psychological evaluation of ECE four-year-olds, kindergartners, and first and second graders. Evaluation design, description of tasks, scoring, and results, including the results of the various instruments used, for example, Metropolitan Readiness Test results for kindergartners, the short form Test of Academic Aptitude and Stanford Achievement Test results for first graders, and Sullivan Language Program and Stanford Achievement Test results for second graders, are noted. Part III is a resume of the sensorimotor skills program of the ECE and an analysis of sensorimotor development in ECE centers. Part IV is a resume of the New Visions Museum including the operation of the museum, for example, purposes and fundings, exhibits, tours, etc., and an evaluation of the facility. (JS)

ED 066 223 24 PS 005 886

Katz, Lilian G.

The Enabler Model for Early Childhood Programs.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0288

Pub Date 71

Contract—OEC-0-70-2623(519)

Note—16p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Ill. 61801 (\$0.30, Catalog No. 1300-22)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, Community Coordination, Community Programs, *Curriculum Design, Day Care Programs, *Early Childhood Education, *Educational Programs, Group Guidance, *Models, Preschool Education

Identifiers—*Enabler Model, Project Head Start

More than 20 alternative curriculum models for early childhood education have been developed. One of the more recently developed is the Enabler Model, which is intended to provide regular on-site support, guidance and assistance to a local community for the implementation of preschool, day care and/or other early childhood programs. The Enabler Model has two phases: (1) the period of initiation, and (2) the period involving on-going maintenance of the Head Start Program. During the first period, the Enabler meets with all community groups to be involved in the program. During the second period, the Enabler's role shifts toward helping the local groups realize their goals. In sum, the six basic functions of the enabler are: supplier of information, interpreter of the program, link between all segments of the community, a source of support, a demonstration agent, and a neutralizer of conflict. It is probably easier to implement the Enabler Model when the Enabler does not live and work in the community to be served. (CK)

ED 066 224 PS 005 887

Miller, James O.

National Program on Early Childhood Education. Early Childhood Education Program and Research Support Literature—A State of the Art Review. Final Report.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2875

Pub Date Mar 72

Note—412p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Criteria, *Early Childhood Education, Educational Programs, Evaluation Techniques, *Federal Programs, *Literature Reviews, Minority Groups, Preschool Children, *Program Evaluation, Program Planning

A review of early childhood programs of the sixties is presented. This review is divided into the following sections: Converging Forces and

Orthodoxies; Educational Programming; Review Criteria and Procedures; Program Review Structural Outline; Instructional Systems; Delivery Systems; Evaluation Systems; and Support Systems. The problems of educating the poor and minority groups was one factor influencing the start of early childhood programs. Two dominant influences on early childhood educational programming through the sixties are the Emergence Tradition and the Behaviorist Tradition. The Emergence Tradition holds that the child unfolds according to a genetic blueprint, and the Behaviorist Position holds that what a child learns makes the man. The initial criteria for program inclusion in the review included: (1) that the program was developed and implemented for pre-primary age children between the ages of three and five; and (2) that the program had an educational component. The tentative outline for program review consisted of six categories and 26 items covering program foundations, instructional systems, delivery systems, installation and maintenance systems, and support systems. Recommendations for the program include: (1) That there be a master teacher assigned to each school unit; (2) That all professional personnel involved in program participate in orientation and evaluation; and (3) That further study be made concerning the length of the preschool program. (CK)

ED 066 225 24 PS 005 888

Cordis, LeOra L.

Learning Abilities of the Prekindergarten Child.

Final Report.

Oregon Univ., Eugene.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-J-007

Pub Date Jun 72

Contract—OEC-X-72-0006(057)

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Child Development, *Cognitive Processes, Comparative Analysis, Data Analysis, Early Childhood Education, *Evaluation Methods, *Learning Readiness, Learning Theories, *Preschool Children, Research Projects, Sex Differences, Testing Identifiers—KELP, *Kindergarten Evaluation of Learning Potential

The purpose of this study was to collect data from which the cognitive processes of the prekindergarten child could be analyzed. The study population consisted of 53 subjects, 3-1/2-4-1/2 years old. Kindergarten Evaluation of Learning Potential (KELP) was used to obtain data. The learning theory on which KELP is based postulates associative, conceptual and creative self-direction levels of learning. The study ran for 12 weeks. Each subject interacted with KELP approximately 20 minutes daily. It was hypothesized there would be no significant difference in the three levels of learning between (1) boys and girls in the experimental groups; (2) younger and older children in the experimental groups; and (3) kindergarten and prekindergarten children. There was significance at the .01 level between: (1) boys and girls in associative learning; (2) younger (3-1/2 - 4 years) and older (4 - 4-1/2 years) children in associative and conceptual learning; and (3) kindergarten and prekindergarten children in all levels of learning. This study indicates the ability to conceptualize preacademic skills is significantly better established at 4-1/2 years than at 4 years. This conclusion supports Piaget's theory that children develop the ability to generalize at about age 4. (Author)

ED 066 226 24 PS 005 889

Providing for Visitors During Installation of an Educational Product: The SWRL Kindergarten Program Information Resource Center's. Final Report.

Southwest Regional Library for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0756

Pub Date Jul 72

Contract—OEC-0-71-3727

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Early Childhood Education, *Information Sources, Instructional Materials, *Kindergarten, Participant Satisfaction, Program Evaluation, Regional Programs, *Resource Centers, *School Personnel, *Use Studies

Information Resource Centers (IRCs) were established to provide a means of informing the educational community about the Southwest Regional Laboratory for Educational Research and Development Kindergarten Program (KP) and of developing generalizable installation procedures for research-based instructional products. Centers were composed of clusters of schools in five school districts located in different geographic areas. Each School district appointed a coordinator to assume responsibility for operation of the IRCs. The Laboratory coordinated efforts of IRCs by providing liaison support through dissemination of information to the Centers, visiting the sites, analyzing monthly reports, issuing public information regarding the KP and IRCs and providing training for IRC coordinators. The Centers provided visitors the opportunity to receive an orientation to the Program, to observe its use in a classroom and to confer with teachers and administrators of participating schools. Procedures and materials required to document activities of the IRCs and the outcomes resulting from their establishment were developed. Enumerative and evaluative data, in the form of visitor and IRC staff reaction, indicate that the Centers effectively reached the objectives for which they were developed. (Author)

ED 066 227 24 PS 005 890

Larson, Daro E.

Stability of Gains in Intellectual Functioning among White Children in Rural Minnesota. Final Report.

Mankato State Coll., Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-F-062

Pub Date Feb 72

Grant—OEG-6-70-0027(509)

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Arithmetic, Comparative Analysis, Control Groups, *Disadvantaged Youth, Early Childhood Education, Experimental Groups, *Intellectual Development, Intervention, Kindergarten Children, *Performance Tests, *Preschool Education, Research, Rural Youth, Testing, Word Study Skills

Identifiers—Murphy Durrell Reading Readiness Analysis, *Project Head Start, Stanford Binet Intelligence Scale

This study was undertaken to ascertain the degree of stability of significant gains made in intellectual functioning by a group of children who attended Head Start programs and two groups of children who did not attend preschool programs. Data collected and analyzed at postkindergarten showed nonsignificant differences between performance levels of the experimental group and the control groups in intellectual functioning, the phonemes test and the letter names test. The experimental group performed significantly below one control group on the learning rate test. Data collected and analyzed at post-first grade showed nonsignificant differences between performance levels of the experimental group and the control group in intellectual functioning, on work study skills and arithmetic. The experimental group performed significantly below the control groups on paragraph meaning and vocabulary. (Author)

ED 066 228 24 PS 005 891

Venezky, Richard L. And Others

The Prereading Skills Program: Evaluation of the First Tryout.

Wisconsin Univ., Madison Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—WP-81

Bureau No—BR-5-0216

Pub Date Dec 71

Contract—OEC-5-10-154

Note—78p.; Report from the Basic Prereading Skills: Identification and Improvement Element of the Project on Reading and Related Language Arts

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, *Curriculum Development, Educational Games, Instructional Materials, *Kindergarten Children, *Learning Processes, Listening Skills, *Pre-reading Experience, Program Evaluation, Teaching Techniques, Visual Learning

In the spring of 1971, an initial version of a program to teach selected prereading skills was tried out in three kindergartens. The three visual skills to be taught by the program were attending to letter order, letter orientation, and word detail. The sound skills to be taught were sound matching and sound blending. The program materials for children consisted of whole group, small group, and individual games and activities designed to teach the selected skills. The teacher was provided with a manual describing the games and the suggested scheduling, grouping, and assessment procedures. This working paper summarizes the conditions of the tryout; describes and evaluates the program components in detail, and suggests revisions for the 1971-72 full-year testing of the program. (Author/DB)

ED 066 229 24 PS 005 893

Wolff, Peter Levin, Joel R.

The Role of Overt Activity in Children's Imagery Production.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-204

Bureau No—BR-5-0216

Pub Date Jan 72

Contract—OEC-5-10-154

Note—16p.; Report from the Project on Variables and Processes in Cognitive Learning in Program 1, Conditions and Processes of Learning

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, *Children, Cognitive Development, *Imagery, *Learning Processes, *Paired Associate Learning

The role of motor activity in children's formation of dynamic mental imagery was investigated in two experiments using a paired-associate recognition task. From the recognition data, it was inferred that (2) the child's ability to form dynamic images relating two objects undergoes its most rapid development between the ages of five and eight; and (b) the preimagery child can generate dynamic mental imagery in which two objects interact if he concurrently engages in overt manipulation of the objects. This is true even when the child has no visual access to his movements or to the objects being manipulated. These results offer strong support for Piaget's theoretical ideas concerning the role of overt and covert activity in the production of mental imagery. (Author/DB)

ED 066 230 24 PS 005 894

Wolff, Peter And Others

Motric Mediation in Children's Paired-Associate Learning: Effects of Visual and Tactile Contact.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TR-205

Bureau No—BR-5-0216

Pub Date Feb 72

Contract—OEC-5-10-154

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Cognitive Processes, Imagery, Kindergarten Children, Learning Processes, Memory, *Paired Associate Learning, Psychomotor Skills, Tactile Perception, Task Performance, Toys, *Visualization, Visual Perception

Identifiers—Piaget (Jean)

The generation of dynamic mental imagery is known to facilitate paired associate (PA) learning in older subjects. Wolff and Levin (in press) have reported that children who were apparently too young to generate mental imagery of this kind did benefit from self-generated motoric interactions involving pairs of toys. Since the result was obtained whether or not the child could see the objects he was manipulating, it was interpreted as supporting Piaget's contention that imagery production in the pre-imagery child requires the internalization of motor actions. In the present study, we examined the child's ability to generate

memory-enhancing interactions between object pairs when either visual contact with the objects, tactual contact, or both were absent. The PA performance of each of these activity groups (Visual-tactual, Visual-No Tactual, No Visual-Tactual, and No Visual-No Tactual) was compared with corresponding control groups which received imagery instructions, but had no opportunity to manipulate the object pairs. Rated quality of overt manipulation was lowered by the absence of tactual contact with the objects, but not by the absence of visual contact. Quality of manipulation was positively related to amount of facilitation of PA performance. These results support the involvement of overt activity in the young child's imagery production and learning, and also demonstrate the kindergarten child's inability to produce ongoing thematic activity when this activity is physically separated from the objects involved. (Author)

ED 066 231 24 PS 005 895
Chapman, Robin S. Kamm, Marga R.
An Evaluation of Methods for Teaching Initial Sound Isolation.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TR-212
Bureau No.—BR-5-0216
Pub Date Feb 72
Contract—OEC-5-10-154

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Discrimination, Cognitive Development, Comparative Analysis, *Evaluation, *Kindergarten Children, *Phonics, Reading Instruction, Stimuli, *Teaching Methods, Time Factors (Learning)

The ability to analyze a word into its component sounds is prerequisite to a child's learning of letter-sound correspondences and therefore to his learning to read. As prereaders do not typically master the ability to analyze a word into its component sounds, techniques must be developed to teach them this skill. Most procedures which have been tried have not been successful with children younger than 6 or 7 years; however, Zhurova reports success teaching even 3-year-olds to isolate initial sounds of words with the method she describes. The current experiment evaluated Zhurova's iteration method of instruction by comparing it with a segmentation method. Sa were 32 kindergartners. The two methods of instruction were fully crossed with four sequences of real word and nonsense stimulus items, given in two training sessions. None of the six variables was significant; however, training time had a significant effect. (Author)

RC

ED 066 232 RC 006 337

Schwarzweiller, Harry K.
Adaptation of Appalachian Migrants to the Industrial Work Situation: A Case Study. Appalachian Center Research Report 2.

West Virginia Univ., Morgantown.
Report No.—WVU-Bull-S-69-12-7

Pub Date May 69

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Studies, *Case Studies, *Family Structure, Group Unity, Job Satisfaction, Labor Problems, *Migrants, Occupational Mobility, Relocation, *Rural Areas, *Vocational Adjustment

Identifiers—*Appalachia

The research findings reported in this paper, a revised version of a paper presented at the Conference on Migration and Behavioral Deviance, Puerto Rico, 1968, are drawn from a study designed to supplement the survey phase of the Beech Creek Study (1961). The aim of this research report is to investigate patterns of adaptation and reaction to the industrial work situation. Interviewed in 1962 were 20 male migrants from rural Appalachia. Additional information concerning the characteristic and stereotyped traits of Appalachian migrants was obtained in 1963 from industrial relations personnel, foremen, and union representatives in the various factories where many of the Beech Creekers

worked. It was determined that close family relationships facilitated a smooth transition from farming to factory employment. Migrants' initial entry into the industrial labor market, their advancement in occupational status and their changes in place of work, their reaction to layoffs and unions, and their job satisfactions are discussed. It was concluded that the Beech Creek stem-family served to stabilize the migrant's social world external to the factory by keeping off-the-job problems distinct from on-the-job performance. For these migrants, adaptation to an industrial occupation role merely required the acceptance of new work behavior standards and had little effect upon the more important aspects of their life situation. (HBC)

ED 066 233 RC 006 338

Schwarzweiller, Harry K. Brown, James S.
Social Structure of the Contact Situation: Rural Appalachia and Urban America. Appalachian Center Information Report 1.

West Virginia Univ., Morgantown.

Report No.—WVU-Bull-S-69-12-6

Pub Date Jun 69

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, Church Role, *Community Development, Cultural Interrelationships, Family Influence, Family Structure, Institutions, Mass Media, Migrants, Rural Economics, *Rural Education, Rural Urban Differences, *Social Structure, *Socioeconomic Influences

Identifiers—*Appalachia

An investigation of the characteristic structuring of rural communities in Appalachia and the institutional channels for change which exist within such communities comprise this revised version of a paper read at the Extension Leaders Conference, Morgantown, West Virginia, 1968. Specifically, this essay discusses how education, the mass media, religious institutions, the local governmental structure, the economic contact between urban America and rural agricultural communities, and the contact structure between outer and inner educational systems in Appalachia attempt to integrate rural and urban subcultures. Emphasis is placed on the communication and linkage between these analytically distinct systems and how the nature of that contact situation affects an articulation of the regional community and national sociocultural systems so that they function as a single system. Two main inferences emerge in the conclusion: (1) that a heavy investment of societal resources in the educational institutions at the elementary and secondary level would be a most effective strategy for securing the well-being of the Appalachian people, and (2) that agencies, such as the Extension Service or Programs of Adult Education, and organizations, such as the Community College System and Teacher Training Schools, should become more cognizant of the supportive role they play in strengthening the linkages between rural Appalachian communities and modern, rural America. (HBC)

ED 066 234 RC 006 340

Cheyney, Arnold B., Ed.

The Ripe Harvest: Educating Migrant Children.

Pub Date 72

Note—246p.

Available from—University of Miami Press, Drawer 9088, Coral Gables, Fla. 33124 (\$10.00 plus handling charges)

Document Not Available from EDRS.

Descriptors—Acculturation, Cultural Environment, *Curriculum Development, *Essays, Goal Orientation, Health Needs, *Human Development, Learning Processes, Measurement Techniques, *Migrant Youth, *Teacher Education

"The Ripe Harvest" is a compilation of original writings by authors who have worked closely with migrant children in a variety of settings. Designed for educators and lay people who are concerned with teaching migrant children, this volume is divided into three sections. Part I discusses human considerations—the dilatory effects of poor health on learning ability and the fact that these children belong to a culture that they must be allowed to retain while learning to understand and live in society's dominant cultural mold. The total cumulative effects of environmental deprivation are documented to give perspective to the human dimension of migrant children. Part II considers

curricular reforms necessary to effect optimum learning. The authors build on the theme of using the experiences of the children as a basis for curriculum development. Part III is devoted to the setting up of national goals for the education and welfare of migrant children and the preservice and inservice training of their teachers. An extensive bibliography includes books, periodicals, miscellaneous papers, and bibliographies with migrant references. (Author/HBC)

ED 066 235 RC 006 344

Gillies, James L. And Others
Religion and Attitudes Toward Education in A Rural Colorado Community.

Pub Date Aug 72

Note—7p.; Paper presented at the Rural Sociological Society meeting, Baton Rouge, Louisiana, August 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, Agricultural Occupations, *Authoritarianism, *Community Attitudes, *Educational Attitudes, Occupations, *Religious Factors, *Rural Areas, Values

A study of the relationships between some religious factors and attitudes toward education in a rural community in northern Colorado is reported in this paper. The sample of 105 persons interviewed was drawn from a household population of 556. The data was gathered by means of an interview schedule which included various demographic data, open end questions, 2 inventories, and 7 attitude scales. In the analysis of the data, authoritarianism and religious orthodoxy were found to be significant predictors of attitudes toward education, but these factors were found to have a negative relationship to education. Conclusions drawn from the analysis indicate (1) that either the area being studied is in a change cycle or that the area does not fit the regional patterns of education being of high status among the religiously biased people, and (2) that the high negative relationship between religion-authoritarian factors and education was possibly owing to the current, at least felt, radicalization of the university campuses. (PS)

ED 066 236 24 RC 006 348

Tiospaye. Curriculum Materials Resource Unit 2.

Black Hills State Coll., Spearfish, S. Dak.; Red Cloud Indian School, Inc., Pine Ridge, S. Dak.

Oglala Sioux Culture Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-H-004

Pub Date Jul 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Anthropology, Community Role, *Cultural Background, Curriculum Development, Day Schools, Ethnic Groups, *Family Relationship, *Grade 9, Group Living, Group Membership, History, *Instructional Materials, Legends, Mythology, Reservations (Indian)

Identifiers—*Oglala Sioux

The second of 6 units, the instructional material presented in this document was prepared for the 9th graders of the Oglala Sioux. The function of the Tiospaye, the name given to indicate a person's relatives, is explained. The story of the origin of the Seven Council Fires and stories telling of the separation of the Sioux people into the 7 groups representing the 7 camps and describing the original homeland and the discovery of new hunting places are included, as are accounts of the first contact between the Lakota and white explorers. The growth of the Oglala Sioux into the most powerful of the 7 groups and their conflict with other Indian tribes and with U. S. government agents is discussed. Other sections describe the education of the Tiospayes, the division of the reservation land into 7 ration districts, the role of the headman and head chief, the laws and customs of the people, the Pine Ridge Indian Reservation, and the governmental goals of acculturating the Sioux people. Maps and illustrations are found throughout this instructional material. (FF)

ED 066 237 24 RC 006 349

Makece. Curriculum Materials Resource Unit 3.

Black Hills State Coll., Spearfish, S. Dak.; Red

Cloud Indian School, Inc., Pine Ridge, S. Dak. Oglala Sioux Culture Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-H-004

Pub Date Jul 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American History, *American Indians, *Cultural Background, Ethnic Groups, Government Role, *Grade 9, History, *Instructional Materials, *Land Use, Negotiation Agreements, Religious Education, Reservations (Indian), Tribes, War
Identifiers—*Oglala Sioux

The instructional material in this third of 6 units is directed to the 9th graders of the Oglala Sioux people. Discussion is focused mainly on land and its significance to the Oglala Sioux people. The discussion covers 4 main areas: (1) a history of Oglala Sioux settlement in the Dakotas and the effect of the government treaties on the Oglala Sioux land, (2) the Allotment Acts and their effects on the Oglala Sioux, (3) a history of Federal-Indian policy and a discussion of termination and how both affected the Oglala Sioux people, and (4) the Oglala Sioux Reservation today and the tribal constitution governing the land. Twelve maps are included. (FF)

ED 066 238 24 RC 006 350

Lakota Wokkate. Curriculum Materials Resource Unit 4.

Black Hills State Coll., Spearfish, S. Dak.; Red Cloud Indian School, Inc., Pine Ridge, S. Dak. Oglala Sioux Culture Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-H-004

Pub Date Jul 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, *American Indians, Business, Cultural Background, *Economics, Employment, Government Role, *Grade 9, Handicrafts, Homemaking Skills, *Instructional Materials, *Land Settlement, Nutrition, Productivity, Social Relations
Identifiers—*Oglala Sioux

The instructional material in this fourth of 6 units is directed to the 9th graders of the Oglala Sioux people. Discussed are the economy (production, consumption, distribution, and exchange of food, shelter, and clothing) of the Oglala Sioux people from past to present, in other words, from the time when a buffalo hunting economy prevailed to the present more diversified economy; the values of generosity, sharing, reciprocity, and helpfulness; the reservation and allotment of land which caused hardship and a slow adjustment for the Oglala Sioux; the effect of Federal-Indian policy termination; the problems of employment; and the needs of private business. An illustration of the Pine Ridge Reservation showing the Boss Farmers' geographical locations is also shown. (FF)

ED 066 239 24 RC 006 351

Itancan. Curriculum Materials Resource Unit 5.

Black Hills State Coll., Spearfish, S. Dak.; Red Cloud Indian School, Inc., Pine Ridge, S. Dak. Oglala Sioux Culture Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-H-004

Pub Date Jul 72

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, *American Indians, *Community Leaders, Cultural Background, Family Relationship, Federal Laws, *Government Role, *Grade 9, *Instructional Materials, Laws, Organizations (Groups), Political Affiliation, Reservations (Indian), Selection, State Laws
Identifiers—*Oglala Sioux

The instructional material in this fifth of 6 units is directed to the 9th graders of the Oglala Sioux people. The contents focus on government—familial, tribal, and Federal. Discussions include family relationships, community leaders, council meetings and membership, policing of the camps by warriors, and warrior and chief's societies. The Federal-Indian policy of reservation government; the Federal Agent's role in working among the Oglala Sioux; the State and Federal laws and

their effect on the Oglala Sioux; the contemporary origin and structure of the Oglala Sioux tribal government; and the constitution and by-laws of the Oglala Sioux tribe of the Pine Ridge Reservation are also described. (FF)

ED 066 240 24 RC 006 352

Lakota Wokkate. Curriculum Materials Resource Unit 6.

Black Hills State Coll., Spearfish, S. Dak.; Red Cloud Indian School, Inc., Pine Ridge, S. Dak. Oglala Sioux Culture Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-H-004

Pub Date Jul 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.28

Descriptors—*American Indians, Childrens Games, *Games, *Grade 9, *Instructional Materials, *Recreational Activities, Skill Development, Sportsmanship, Values
Identifiers—*Oglala Sioux

The instructional material in this last of 6 units is directed to the 9th graders of the Oglala Sioux people. The material focuses on games and sports, and the origin of the games is discussed. The document explains that Lakota games, besides being fun, teach values. The games teach children the values of endurance, of risk, of taking a chance and instill a desire to excel and to respect others. Also, the games teach what men do and teach girls what women do. Gambling games and games requiring special skills, as well as games intended for special seasons of the year, are included. (FF)

ED 066 241 24 RC 006 353

Adaptation of Education to the Needs of the Modern World in Rural Areas. International Education Year 1970. IEY Special Unit 9.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, Collective Settlements, Continuous Learning, *Developing Nations, Educational Coordination, Educational Development, *Educational Planning, Industrialization, Integrated Curriculum, *Rural Areas, *Rural Development

One in a series of 12 documents devoted to the priority themes of International Education Year, this document provides basic information and suggests directions for study, discussion, and action in adapting education to the needs of the modern world in rural areas. The main emphasis in this essay revolves around the hypothesis that no effective national development is possible where the rural sector of the economy is deficient. The issues discussed pertaining to the rural population in developing nations are the numerical problem; the school's burden; the community's need; rural and urban coordination; lifelong education; primary and secondary education; continuity and cost; the content of agricultural courses; and the planning and implementation of programs which unite educational, agricultural, and health officers along with other community workers in the development of a common sense of purpose. It is inferred that a pressing need exists (1) to orient education to economic and social development in the rural areas of young nations; (2) to effect a continuous educational process for the purpose of creating a lifelong learning process; (3) to harmonize urban and rural societies among all levels of the school system and among responsible agencies and parties; and (4) to plan carefully all conceptual, technical, economic, and administrative elements. (HBC)

ED 066 242 24 RC 006 356

Slocum, Walter L.

Educational Policy and Rural Re-development in Post-Industrial Society: The Case of the United States of America.

Pub Date 27 Aug 72

Note—11p.; Paper prepared for the Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agriculture, Curriculum Development, *Economic Development, *Educational Policy, *Individual Development, *Industri-

alization, Institutions, Organizational Change, Personnel Policy, Rural Areas, *Rural Development, Tax Support

Recent emphasis on industrial and urban development is described as a factor contributing to the greatly accelerated flight from the land. The concept of rural redevelopment is examined along with educational policy changes needed for rural redevelopment. The author's stated opinion is that rural redevelopment in the United States and other industrial countries should involve (1) the creation of a viable economic base, (2) institution building to provide adequate community facilities and services, and (3) providing more adequate bases for personal growth. Educational policy changes needed for rural redevelopment are described in terms of the economic base, institution building in rural communities, adult education programs, structural changes in developing human resources needed in the public schools, changes in tax policies, changes in personnel policies, organizational changes, curriculum changes, and educational policies affecting personal development. The author suggests a parity with suburbia rather than a neo-agrarian policy. (PS)

ED 066 243 24 RC 006 360

Kuylesky, William P. Stutz, Rowan

The Relationship Between Educational Policy and Rural Development Needs: A Conceptual Overview.

Prairie View A and M Coll., Texas; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—TAES-H-2811

Pub Date Aug 72

Note—21p.; Paper presented at Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agriculture, Community Development, *Cultural Factors, Educational Change, *Educational Policy, Human Resources, *Rural Areas, *Rural Development, Social Differences, *Sociology

A set of conceptual schemes that can provide a partially articulated framework to serve as a basis to relate educational policy to the ends of rural development is described in this paper. Education is viewed in a sociological perspective as a process and as a social institution. Rural development as a social process is examined by means of a broad-based sociological focus in which societal variation is a major factor. Additional information is included in 5 diagrams. (PS)

ED 066 244 24 RC 006 361

Lyson, Thomas

Parental Interest and Educational Mobility: A Comparative Study of Rural Youth in Norway and the United States.

Pub Date Aug 72

Note—27p.; Paper prepared for the annual meetings of Rural Sociological Society, Baton Rouge, Louisiana, August, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Career Choice, Comparative Analysis, *Cross Cultural Studies, *Educational Mobility, Family Resources, Flexible Progression, High School Students, Parent Participation, Positive Reinforcement, *Rural Youth, *Seniors, *Socioeconomic Influences

Identifiers—*Norway

A report of 1 phase of a larger cross-cultural project, this paper is primarily concerned with the interrelated influences of perceived parental support and social class origins on the educational plans of comparable populations of American high school seniors and Norwegian "ungdomskole" students. The data was obtained via a questionnaire survey from 2,313 graduating seniors in the high schools serving 4 selected rural areas of Kentucky and West Virginia and from 1,396 students in the terminal classes of the comprehensive schools serving 3 selected rural areas of Norway. Parental interest, social class origin, and academic performance, it was concluded, have important independent and interrelated effects on educational mobility in both Norway and the United States. Cross-culturally, social class origin and academic performance are the more consistent determinants of educational mobility, and their effects tend to be more stable. The findings further demonstrated that among

American high school boys and lower class boys in the Norwegian comprehensive schools, a superior performance record in high school functions as a family involvement catalyst among the lower classes. Lower class girls, however, are at a continual disadvantage compared with upper class girls, regardless of past academic performance. The implication, viewed from a comparative perspective, is that the specific societal context may provide useful insights into the relative importance of the social-structural determinants of educational mobility. (HBC)

ED 066 245 RC 006 363

Byrd, Flossie M. And Others

Black Families Under Stress: A Metropolitan-Non-metropolitan Comparison of Human Disability in a Southern Area.

Texas A and M Univ., College Station, Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Aug 72

Note—52p.; Paper presented at the Rural Sociological Society annual meetings, Baton Rouge, Louisiana, August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Area Studies, Family (Sociological Unit), *Handicapped, Health Facilities, Housewives, Low Income, Mentally Handicapped, *Negroes, Physically Handicapped, *Rural Urban Differences, Statistical Analysis, *Tables (Data)

Data obtained from interviews with Black families during a 1971 interstate regional project in Texas provided the basis for this study, which explores the nature and magnitude of metropolitan (M) and nonmetropolitan (NM) differentials in disability. The following questions suggest the research objectives: (1) Do NM Black families experience more frequent and higher degrees of disability than M Black families? (2) Does the M-NM differential increase as education of homemaker, level of income, and occupational status of the main breadwinner increase? and (3) Does family disability decrease under the above conditions? Selected from a large M center, a small town, and 2 small open-country villages, the respondents were Negro female homemakers between the ages of 18 and 65 having children in the household. It was concluded that M and NM Black families were similar in exhibiting a low degree of family disability, and the NM-M differences observed in degree of family disability were not patterned consistently as expected through levels of education, income, or occupation. While not patterned consistently, the impact of these social attributes on disability did appear to vary often by NM-M residence. Recommendations for further research include finding more accurate instruments to record individual disability and alternative methods of securing responses and calculating the family disability index. Related documents are ED 053 828 and ED 030 512. (HBC)

ED 066 246 24 RC 006 364

Spaulding, Robert L. Papageorgiou, Mary R.

Effects of Early Educational Intervention in the Lives of Disadvantaged Children. A Report of Six Follow-up Studies of Children Who Were Enrolled in the Five-Year Durham Education Improvement Program, 1965-70. Final Report.

Durham Education Improvement Program, N.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-1-124

Pub Date 30 Jun 72

Contract—OEC-9-72-0005(057)

Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Classroom Environment, *Disadvantaged Youth, *Educational Improvement, Elementary School Students, Family Status, Negroes, Preschool Children, *Reports, Sociocultural Patterns, *Statistical Studies, Tables (Data)

Identifiers—*Durham, North Carolina

In 6 follow-up studies, hypotheses and questions regarding the effects of the Durham Education Improvement Program (EIP) were investigated. Grades of graduates were examined by analysis of variance and Wilcoxon matched-pair signed-ranks tests. I. Q. distributions at exit were fitted to the test norms. Tentative measures of hypothesized "ideal" classroom behavior were

developed using the "Coping Analysis Schedule for Educational Settings" (CASES) and tested for construct validity. EIP school and length of treatment effects on the 2 measures were examined by analysis of variance. Sociocultural correlates of achievement differences between schools were isolated by step-wise regression analysis. Significant findings supported the effectiveness of the experimental treatments. EIP graduates earned higher grades in 4 subject areas. The construct validity of the CASES instrument was thoroughly upheld. One of the measures of hypothesized "ideal" classroom behavior, an Overall CASES Coefficient, was found a significant predictor of academic achievement. Family size, occupational status, and family income were found to be predictors of reading and language achievement. The CASES instrument and the Overall CASES Coefficient were found useful in predicting school achievement. Classroom social behavior, produced experimentally, was found to account, significantly, for gains in reading and language skills. Implications of the findings were discussed. (Author)

ED 066 247 RC 006 365

Schwarzeller, Harry K.

Regional Variations in the Educational Mobility of Rural Youth: Norway, Germany and the United States.

Pub Date Aug 72

Note—30p.; Paper prepared for the Rural Sociological Society Annual Meeting, Baton Rouge, Louisiana, August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Cross Cultural Studies, Demography, *Educational Mobility, Elementary School Students, Foreign Students, Industrialization, Instructional Staff, *Rural Youth, *Secondary School Students, *Social Environment, Social Factors

Identifiers—Germany, Norway

The extent to which regional variations in socioeconomic circumstances influence the educational mobility patterns of rural youth and the nature of those influences is explored in this cross-national comparative study. The study drew upon data from 3 modern, industrialized societies: Germany, Norway, and the United States. The study population is described as (1) elementary or secondary school students at a stage in the educational career track immediately prior to a major decision-making point; (2) essentially rural; and (3) more or less "total populations" of students at the specified "terminal grade" level in the schools serving the selected regional areas. The areas were chosen to represent a fairly wide range of rural socioeconomic circumstances within each of the 3 societies. Data, from questionnaires administered in classrooms by research staff or regular school personnel, were collected in Germany during the spring of 1965; in Kentucky, spring, 1968; and simultaneously, in West Virginia and Norway, spring, 1970. It was determined that the major theme that emerged concerned social differences in the structuring, by regions, of educational opportunities. The findings indicate that in the United States rural industrialization enhances the quest for higher education while the educational opportunities and upward educational mobility ambitions of lower class youth are depressed in areas of limited economic opportunity, such as Appalachia. In Europe, where educational systems are managed by the state, upward educational mobility exists as a meaningful option for youth in all areas. Six tables and a figure comparing the 3 countries' educational systems are included. (FF)

ED 066 248 RC 006 366

Claggett, Arthur F.

Rural School Teachers' Modes of Role Adjustment to Change.

Pub Date Aug 72

Note—49p.; Paper prepared for the Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Change, Demography, Farm Occupations, *Interests, *Public School Teachers, *Role Perception, *Rural Areas, *Social Adjustment, Social Relations, Statistical Analysis, Tables (Data), Values

Identifiers—*Louisiana

The purpose of this investigation was to standardize the Value Interest Dynamics Instrument (VIDI) which was employed to measure value

and interest orientations of public school teachers experiencing pressures for community change. A random sample of 500 urban school teachers employed in the public school system of East Baton Rouge Parish, Louisiana, constituted a portion of the respondents in this study. The pre-test survey study data were derived from 60 rural school teachers who returned both VIDI and census-profile data. Two basic propositions delineating individuals who interact in social roles and who face varying degrees of stimuli to change guided the development of VIDI. The first proposition was that choice-making is structured through a value-type orientation or an interest-type orientation. The second proposition concerned the role actor's tendency to resist or to be receptive to pressures of change when making choices in terms of value primacy or interest primacy. The summary indicated distinct modal patterns of census-profile characteristics as measured by the 28 survey census variables tested. The role adjustment mode of 3 out of 5 respondents was that of an interest-nonchange Ritualist. It was concluded that the relatively homogeneous social history background of respondents facilitated the development of this particular mode of role adjustment. The VIDI and tabulations of survey-census-profile data are included in the appendices. (HBC)

ED 066 249 RC 006 367

Contado, Tito E.

Education for Rural Development: The Case of the UPCA/BNE Barrio Development School Project.

University of the Philippines, College, Laguna.

Coll. of Agriculture.

Pub Date 27 Aug 72

Note—26p.; Paper prepared for the Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, Cultural Background, Educational Development, Employment, Instruction, *Pilot Projects, *Rural Development, *Rural Youth, Secondary Education, Socioeconomic Background, *Vocational Education

Identifiers—*Philippines

The Barrio Development School, a 4-year action-research project which has been in operation for 2 years, is located at Masaya, Bay, Laguna, Philippines. Begun by the University of the Philippines, College of Agriculture, and the Board of National Education, it is a secondary school program for barrio youths who have decided to stay, live, and work in the barrio as farm operators. It is aimed towards (1) determining whether a non-college preparatory secondary school program is possible in a village setting, (2) determining the extent of the school's contribution to the socioeconomic development of the people and the village, and (3) studying the sociological processes involved in the introduction and operation of such a school project. The Barrio Development School trains prospective (12-18 year olds) farm operators on their own farm, where day-to-day problems have to be studied and solved. In addition to learning about farm production, the future farmer learns about supply, labor, credit, marketing, and other management requirements of modern farming. The student operates the farm by himself, with the guidance of the agriculture teacher and his parents. This paper discusses the resistance encountered from the barrio leaders and parents, the program-supervised farming projects (i.e., raising rabbits for profit), and the school's impact on the barrio, parents, and educators in the country, as well as from other countries. This paper also compares the school project to the present secondary school programs. (NQ)

ED 066 250 RC 006 368

Drudy, P. J. Wallace, D. B.

The Causes and Consequences of Rural Depopulation: Case Studies of Declining Communities.

Pub Date Aug 72

Note—25p.; Paper prepared for the Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Case Studies, Community Attitudes, History, *Migration, *Population Trends, *Rural Population, Socioeconomic Influences, Tables (Data), *Urban Areas

Identifiers—*Great Britain

In this paper, the rural depopulation process in Great Britain over the last 20 years is examined. The causes and consequences of rural depopulation were examined in 4 fairly typical rural communities; these 4 communities and their present populations are (1) the Highlands and Islands of Scotland, 283,000; (2) Mid-Wales, 174,000; (3) North Norfolk in Eastern England, 29,000; and (4) North Mayo in Western Ireland, 32,000. All of these communities have registered a decline in population during the last 20 years, with the Scottish area showing some recovery during the last 10 years. This paper also examines economic and social factors associated with migration in North Norfolk. Findings suggest that the considerable realignment of the structure and organization of agriculture is the basis for migration from these areas. Other possible reasons for migration include entry into an occupation other than agriculture, individual levels of occupational aspiration, and degree of satisfaction with the local community. The consequences of depopulation include unbalanced age structures and sex ratios in the rural population and a decline in demand of such services as public transportation; considered a most serious consequence, the effects become causes in themselves. Data are presented in tabular form. (NQ)

ED 066 251 RC 006 369
Toward a Development Strategy for Canada.
 Fourth Report and Review.

Canadian Council on Rural Development, Ottawa (Ontario).

Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).
 Pub Date 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Role, Demography, *Educational Strategies, *Information Needs, *Nationalism, Needs, Public Support, Research, *Rural Development, Technological Advancement

Identifiers—*Canada

Rural development in Canada is discussed in terms of finding a rural development strategy in this report. The prerequisites for a rural development strategy are enumerated; these prerequisites include (1) the development of an agency at the Federal level with the responsibility for defining national strategy, (2) the formulation and implementation of development strategies at the provincial level by provincial governments, and (3) the provision of channels through which sufficient flows of relevant information and research can pass between the government and those involved in the planning process. Possible criticisms (i.e., that the strategies are too general or are not sufficiently realistic) are examined. Other topics discussed in this report are rural development in the context of national development, the role of public participation in such a strategy, and the immediate situation. Also discussed are factors which will likely affect the future of rural Canada, for example, technological advances will increase the potential productivity per unit of labor, accelerate the process of urbanization, and enable the movement of large volumes of information considerable distances almost instantaneously. New migration trends are also expected. A listing of members of the Canadian Council on Rural Development and studies made by the Council are included in the appendices. (NQ)

ED 066 252 RC 006 370
Kligman, Alara.

Factors for and Against Industrialization Among Agricultural Youngsters in the Hilly Region of Israel.

Pub Date Aug 72

Note—11p.; Paper prepared for Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Laborers, Agriculture, *Communication (Thought Transfer), Evaluation, *Industrialization, Industrial Training, Land Use, *Off Farm Agricultural Occupations, *Rural Youth, Self Concept, Status, Unemployment, *Youth Employment

Identifiers—*Israel

Conducted in the hilly region of Israel in 1969, the purpose of this study was to examine the tendency to choose an industrial occupation among the sons of farmers through 3 viewpoints—the influence of the educational process and at-

mosphere; the social connotations, the status and prestige, of particular occupations; and the personal knowledge about an occupation and how a person obtained the information. The need for this research arose because of employment problems in areas where the economy is based on agriculture. The 95 participants (aged 20-22) were selected from 14 villages, made up of 40 to 50 families, located close to industrial enterprises. Questionnaires with closed and semi-open questions were administered in personal interviews, and interviews were conducted with plant managers, labor managers, and workers. The study determined that the measure of information which a person had on a chosen field influenced his attitude towards that occupation. A person with a limited knowledge about an occupation tended to display a negative approach towards the occupation. By contrast, the greater the knowledge about the occupation, the more positive the attitude. Persons receiving direct information from the plant or from a relative had a positive approach in contrast to an individual who received indirect information. Generally, the individuals interviewed displayed limited knowledge about the occupations, and this fact possibly explains why few people reach industrial work. (FF)

ED 066 253 RC 006 371
Dziabala, Stefan.

Some Generalizations of Research Findings on Authority in Poland's Rural Areas.

Pub Date Aug 72

Note—13p.; Paper prepared for Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Production, *Culture, Farmers, *Literature Reviews, *Power Structure, *Rural Areas, *Social Behavior, Social Change

Identifiers—*Poland

The concept of authority is described as functioning, in Poland's rural areas, as a factor consolidating social ties and integrating the group internally. The historical change the concept has undergone in the rural community is presented through reviews of other research on rural authority. The different types of rural authority discussed are (1) the authority of farmers, (2) authorities with individualistic attitudes and authorities with social attitudes, (3) the authority of the farmer "patriarch" (owner of a fairly large, family type farm who employs hired labor), and (4) the authority of civic leaders. These authorities tend to influence agriculture and agricultural production. Their influence also extends into the spheres of upbringing and educating children, public institutions and organizations, and the rural inhabitants' social behavior. These influences are briefly discussed. (NQ)

ED 066 254 RC 006 372

Wilson, Stanley E.

Rural Development Through Electronic Technology.

Texas A and M Univ., College Station, Texas
 Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—TAES-9854

Pub Date Aug 72

Note—35p.; Paper presented at Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Development, Economics, *Electronics, Income, *Information Processing, Job Market, Rural Areas, *Rural Development, Services, *Technology, Telecommunication

Rural Development is viewed as a process of improving the quality of life of rural residents. Quality of life has a number of aspects, but the economic is viewed as a particularly strategic one for promoting overall life quality. The economic is defined as providing jobs for rural residents. Two techniques for doing this, inducing firms to locate in rural areas and rural residents' commuting to jobs in urban centers, contain economic disadvantages. An alternative is to have rural residents work at home and send the effort of their work to firms in urban centers via electronic communications systems. This alternative depends on the distinction between jobs and firms. It also depends on being able to view many jobs

as essentially consisting of information processing. The input to the output from the rural worker flows over a national network termed the "total electronic information system." (Author)

ED 066 255 RC 006 373

Lionberger, Herbert F.

Organizational Issues Involved in the Development and Operation of Farm Informational Systems for Modernizing Agriculture.

Missouri Univ., Columbia. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date 27 Aug 72

Note—27p.; Paper prepared for the Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agriculture, American Indians, Communications, Extension Education, Government Role, *Information Science, Information Services, Innovation, Land Grant Universities, *Management Development, *Organization, Research, Resources, *Rural Areas

The need for an information development system for farmers is discussed in this paper. Issues and alternatives are described in terms of the research-extension-teaching trinity, extension services, role combinations, specialist advisor issues, innovations, research orientation, reward structures, and information services. Information gathered in the United States is presented along with information from other areas in the world. The author suggests that modernizing agriculture requires a specialized system which must provide for development, dissemination, and integration of new knowledge into individual farming operations; that the degree of functional differentiation and organizational specialization is related to the current state of agricultural development; that the utility of organizational arrangements in the system can best be judged in terms of the functional requisites that must be met; and that information systems require integration into the adopting situation. (PS)

ED 066 256 RC 006 374

Salazar, John H.

Self-Denigration Patterns of a Traditional Ethnic Minority in a Modern Society—Conflict, Consensus, and Confusion in the Identity Crisis.

Pub Date 27 Aug 72

Note—26p.; Paper prepared for the Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, Conflict, Cultural Pluralism, *Ethnic Groups, *Mexican Americans, *Self Concept, *Spanish Speaking, Statistical Surveys, Tables (Data)

The process of self-identification by persons of Mexican and other Spanish ancestry and its relationship to reference group theory is discussed. The study examines the relationship patterns between such independent variables as age, sex, years of formal education, birthplace, birthplace of parents, and language spoken in the home with various forms of self-identity concepts. Three types of reference groups were used: (1) positive reference groups (the individual's cultural group guides his behavior), (2) negative reference group (the individual opposes or rejects his cultural group), and (3) aspirational reference group (the group into which the individual desires to be accepted). The sample consisted of 228 families from pre-designated residential dwellings, blocks, and census tracts having moderately large concentrations of families of Mexican or other Spanish extraction (only 150 interviews were completed). The sample consisted of 48% males and 52% females. The findings indicated that 54% preferred "Mexican American" for purposes of designation in official Census Bureau forms; 43% of females preferred Mexican American for self-designation purposes; Mexican/Mexicano was preferred by the less educated, while the more educated preferred Mexican American; and foreign born persons preferred Mexican/Mexicano or Mexican American while native Americans chose Mexican American or Chicano. The study concentrated on West Texas; it was decided that a major weakness of this study was the rather small sample size which did not consider the self-designation patterns of other regions and localities. (NQ)

ED 066 257 RC 006 375
 Nix, Harold L. Seerley, Norma R.
 Comparative Views and Actions of Community
 Leaders and Nonleaders.

Pub Date 24 Aug 72

Note—23p.; Paper prepared for the Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 23-24, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Coordination, *Community Leaders, *Comparative Analysis, Evaluation, Group Relations, Literature Reviews, *Nonauthoritarian Clashes, Orientation, *Rural Areas, Rural Urban Differences, Tables (Data), *Urban Areas

Identifiers—Georgia

The relationships of leaders as coordinative group members and the differential views of leaders and nonleaders in 1 urban county (DeKalb) and 2 rural counties (Laurens, Lumpkin) were studied. Two methods, both utilizing the same interview schedule, were used to obtain the samples. In the first method, the Community Reconnaissance Method, positional and reputational leaders in each county were interviewed—117 in DeKalb, 74 in Laurens, and 83 in Lumpkin. The second survey was conducted in DeKalb and Laurens only, using 368 household heads and 322 registered voters. Selection of respondent leaders was made by (1) choosing top positional leaders from basic institutional areas, (2) getting nominations of general influentials, specialized leaders, sublocality leaders, and underrepresented categories from a panel of positional leaders and members of sponsoring organizations, and (3) asking each respondent selected to name 6 or more of the most influential leaders from his community. Findings indicated that leaders were more likely than nonleaders to belong to coordinative community groups and to reflect a coordinative orientation by naming 1 or more coordinative community needs and that in the urban community, both leaders and nonleaders were more likely to reflect a coordinative orientation than were those in the rural community. This difference appeared to associate with high levels of education and occupational positions held by leaders and nonleaders in the urban community as compared to the rural community. (NQ)

ED 066 258 RC 006 376
 Sofranko, Andrew J. And Others
 Some Alternative Measures of National Development and Complexity: An Evaluation and Recommendation.

Pub Date 22 Aug 72

Note—24p.; Paper presented at the Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 22, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developed Nations, *Developing Nations, Economic Factors, *Educational Improvement, Energy, Political Influences, *Resources, Rural Areas, Social Welfare, *Sociology, Tables (Data), *Telecommunication

The purpose of this paper is to assess the predictive utility of several measures of the overall state of societal systems, as well as to determine the degree of overlap of the different measures. Data for 74 nations representing all geographic areas of the world are presented and analyzed. The 5 measures of societal systems chosen for comparison are the power-tool measure, energy consumption, human resource development index, index of societal differentiation, and gross national product per capita. The 5 societal sectors considered in constructing differentiation indices are political, economic, education, social welfare, and communication. The authors conclude that all the measures are not apparently measuring different aspects of society, but the measures appear to tap some similar underlying dimension of society. They suggest the use of an energy consumption measure as the best measure of societal modernization and of the status of societies relative to other societies. (PS)

ED 066 259 RC 006 377
 Stanfield, Gary G. Heffernan, William D.
 Socialization Into the Role of Member of a Low Income Cooperative.

Pub Date Aug 72

Note—24p.; Paper prepared for the Rural Sociological Society Annual Meeting, Baton Rouge, Louisiana, August 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Leaders, *Cooperatives, Low Income, *Negroes, Organizational Climate, *Role Theory, *Rural Population, Self Reward, *Socialization, Vocational Adjustment, Voluntary Agencies

The major objective of this research is to isolate factors associated with the socialization of members of a voluntary organization. The hypothesis underlying this study is that much of the variance in the dissensus between organizational leaders and rank and file members related to participant obligation can be explained by the measures of perceived benefits, value orientation, and perceived alternative organizations from which these benefits can be received. The sample consisted of 2 subsamples of 50 persons each which were randomly drawn from the organizational members classified by the organization's leaders as "active" and "less active." The results of this study suggest that perceived benefits, both current and anticipated, and the value the respondent attached to the particular type of benefit are related to adult socialization. It was further concluded that the noneconomic benefits were more highly associated with role performance than the economic benefits, and anticipated benefits were generally more highly associated with role learning than were benefits currently received. The study, in focussing on role learning, examined the successful transmission of what the role of member involves; it is recommended that the next step in understanding participation is that of examining the consistency between what the member thinks he should do as a member and his actual behavior. (HBC)

ED 066 260 RC 006 378
 Uche, Chukwudum
 Population Problems and Family Planning in Africa.

Pub Date 23 Aug 72

Note—16p.; Paper read at Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 23, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Studies, *Family Planning, Overpopulation, *Political Power, *Population Growth, Reproduction (Biology), Rural Family, *Rural Urban Differences, Statistical Analysis

The focal points of this essay are the population problems in Africa and what the African peoples and governments are doing about them. It is stated categorically that a problem does exist. Indicators often used to deny this position are population density and pressure, undeveloped resources, the availability of empty lands, and alleged intrigue by external forces. In the first part of this paper, the author discusses pro-natalist arguments. They are as follows: (1) Africa is underpopulated and the population density is very low; (2) undeveloped resources and empty lands abound; and (3) the suggestions that family size should be limited are the products of imperialist intrigue. The second part of the paper discusses what African governments have done about the population problems in their various countries. The author's summary of researches conducted in various countries of sub-Saharan Africa deals with the ideal family size, the knowledge of traditional and modern contraceptive methods, the interest in family planning, husband-wife communication, the actual usage of these methods, and the relationship between population problems and political violence. Statistical analysis revealed a significant correlation between percent literate and sabotages, assassinations and purges. Another correlation was found between the 1967 population and total killed in all internal violence, riots and rebellions, peaceful demonstrations and strikes. (HBC)

ED 066 261 RC 006 379
 Tait, John L. And Others
 Power Structures in Five Rural Midwestern American Communities.

Pub Date 27 Aug 72

Note—16p.; Paper presented at Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 22-27, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Authoritarianism, Change Agents, *Community Attitudes, *Decision Making, Political Influences, *Power Structure, Role Perception, *Rural Areas, Rural Development, Social Factors, *Sociology

Identifiers—Iowa

The major purposes of this paper are to present (1) a summary of the major concepts and general hypotheses of the social power model, (2) the empirical findings from the operationalization of the social power model, and (3) some implications for change agents concerned with rural development. The social power model was empirically tested in 5 rural Iowa communities, all of which have a population greater than 500 people. The field procedures for identifying power actors in the communities involved interviews with (1) external community knowledgeable, (2) internal community knowledgeable, and (3) power actors. Information from interviews with 92 power actors was analyzed by reference to 8 general hypotheses. Implications for change agents include the following ideas: knowledge of power actors and the power structure may be helpful, power structures are likely to be more polymorphic as the size of the community increases, power actors may not be holding positions of authority, and a knowledge of role is important. (PS)

ED 066 262 32 RC 006 380
 Ahlstrom, Clyde J., Comp.
 State Programs for Migrant Children. Kansas Annual Evaluation Report, 1967

Kansas State Dept. of Education, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 67

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Community Involvement, *Educational Needs, *Elementary Grades, Health, Instruction, *Migrant Child Education, Personnel Data, *Program Evaluation, Tables (Data), Teacher Aides

Identifiers—Kansas

The 1967 annual evaluation of Kansas' Title I (Elementary and Secondary Education Act) State Migratory Program is presented in this report. The program was in operation in 6 school districts during the summer; 447 children from kindergarten to the 7th grade were enrolled. The 5 educational needs of migrant children which were evaluated were (1) their inadequate command of the English language, (2) their need for parental awareness and interest, (3) their lack of knowledge and practice in general health training and personal sanitation, (4) their need for a well-balanced diet and eating habits, and (5) the need for the migratory children to recognize consistent self- and group-discipline. Objective measurements were obtained through the use of the Metropolitan Achievement Test, the Longford-Thornley Intelligence Test, or the Stanford Achievement Test as pre- and post-tests. Standardized test results are given for grades 1-6 in reading and arithmetic. The general effectiveness of the program is discussed in terms of the services provided for the children, the most effective projects for grade span, classroom procedures, program materials, and the activity report from the project areas. Other topics discussed in this report include personnel and personnel training, the program's interrelationship with other Title I programs and its coordination with other programs, community involvement, state operation and services, and the program's problem areas. The appendix concludes the questionnaire about migrant children and letters pertaining to the program planning. (NQ)

ED 066 263 32 RC 006 381
 Ahlstrom, Clyde J., Comp.
 Title I of E. S. E. A. Projects, 1968. Kansas Annual Evaluation Report.

Kansas State Dept. of Education, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 68

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Annual Reports, Community Involvement, Curriculum, Educational Programs, *Elementary Grades, Health, Human Development, *Language Development, *Migrant Child Education, Personnel Data, *Program Evaluation, Summer Programs, Tables (Data), Teacher Aides

Identifiers—Kansas

The 1968 annual evaluation of Kansas' Title I (Elementary and Secondary Education Act of

1965) State Migrant Program is presented in this report. The program was in operation in 9 school districts for 6 weeks during the summer and consisted of 931 children from preschool to 7th grade. The program's objectives were (1) to improve the child's performance in the use of language and oral communication, (2) to improve their physical health, and (3) to give the child cultural enrichment experiences. Objective measurements were obtained by using the Metropolitan Achievement Test, the California Reading Test, the Stanford Diagnostic Test, or the Botel Reading Inventory A. Standardized test results are given for grades 1-5 in reading and arithmetic and in language for grades 3-5. General program effectiveness is discussed with regard to new services provided by the program, projects judged most effective per grade span, classroom procedures, and physical set-up of the program. This report also discusses personnel, the program's interrelationship with regular Title I programs, its coordination with other programs, community involvement, the interstate and intrastate basis of the program's dissemination, problem areas in program implementation, and the curriculum for children over 14 years of age. (NQ)

ED 066 264 32 RC 006 382

Ahlstrom, Clyde J., Comp.

State Programs for Migrant Children. Kansas Annual Evaluation Report, 1969.

Kansas State Dept. of Education, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 69

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Community Involvement, Curriculum, Educational Equipment, Educational Programs, *Elementary Grades, Inservice Education, *Migrant Child Education, Personnel Data, Preschool Children, *Program Evaluation, *Summer Programs, Teacher Aides

Identifiers—*Kansas

The 1969 annual evaluation Title I (Elementary and Secondary Education Act of 1965) State Migrant Program in Kansas is presented in this report. The program was in operation in 9 school districts for 6 weeks during the summer and consisted of 1,093 children from preschool to 6th grade. The children were between the ages of 2 and 14 with only 4 being over 14 years of age. The program's objectives were (1) to improve the child's performance in language usage and oral communication, (2) to improve the children's physical health, and (3) to give the child cultural enrichment experiences. The program is discussed in terms of its innovative and/or exemplary projects, the teacher-pupil ratio, and curriculum changes. A critique of the program by the parents, teachers, and administrators is presented. Other topics discussed in this report include the program's interrelationship with regular Title I programs, its coordination with other migrant training programs, inservice training of personnel and staff utilization, community involvement, supportive services, and attempts to integrate the program with the regular school program. (NQ)

ED 066 265 32 RC 006 383

Ahlstrom, Clyde J., Comp.

State Programs for Migrant Children. Kansas Annual Evaluation Report, 1970.

Kansas State Dept. of Education, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 70

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ancillary Services, *Annual Reports, *Educational Development, Elementary Grades, Health, Language Development, *Migrant Child Education, Preschool Children, *Program Evaluation, Secondary Grades, *Summer Programs

Identifiers—*Kansas

The 1970 annual evaluation of Title I (Elementary and Secondary Education Act of 1965) State Migrant Program in Kansas is presented in this report. The program, located in 10 school districts, was in operation for 6 weeks during the summer; in 1 district the program continued for 8

weeks. The program involved 1,174 children from preschool to the 11th grade, with the majority of the migrant children being in preschool to the 4th grade. Program objectives were (1) to improve the child's performance in the use of language and oral communication, (2) to improve the children's health, and (3) to give the children cultural enrichment experiences. The tests used were teacher developed to measure the child's progress in a particular subject or activity, especially reading, mathematics, social studies, and science. The program was evaluated in terms of its innovative projects, teacher-pupil ratio, effectiveness, the personnel. Some other topics discussed include community involvement, the program's interrelationship with the regular Title I program and its coordination with other programs, special vocational and handicapped areas, and supportive services. (NQ)

ED 066 266 RC 006 384

Sizer, Leonard M. Smith, Edward A.

Toward an Integration of Migration and Location Theory.

Pub Date Aug 72

Note—45p.; Paper prepared for the Rural Sociological Society Annual Meeting, Baton Rouge, Louisiana, August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agriculture, Communications, Community Development, Ecology, *Economic Factors, Educational Attitudes, *Employment Opportunities, Government Role, *Industrialization, *Migration Patterns, *Rural Areas, Socioeconomic Influences, Statistical Surveys, Urbanization

Identifiers—*Jackson County, West Virginia

The application of migration and plant location theories to Jackson County, West Virginia, formerly a rural agricultural county and now the location of an aluminum reduction plant, is described in this paper. Data collected from a representative sample of households in Jackson County—a 5% area probability sample in rural Jackson County, a 10% area probability sample of Ripley, and a 10% list-cluster sample of Ravenswood—are examined in terms of 50 selected variables. The variables are analyzed and presented in tabular form along with a statistical representation of the data. One of the major findings of this study is that with rural industrialization which is likely to be an ingredient in the effort to develop rural communities, there will be obtained a different social-psychological mix resulting from migration. (PS)

ED 066 267 RC 006 385

Eteffa, Mulugeta

Education in Ethiopia in Its Historical and Cultural Context.

Pub Date 17 Apr 71

Note—31p.; Paper presented at the Midwest Regional Meeting, Comparative and International Education Society, East Lansing, Michigan, April 16-17, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comprehensive High Schools, Cultural Context, Dropouts, Educational Policy, *Educational Problems, *Elementary Education, *Historical Reviews, Religious Education, *Rural Education, *Secondary Education, Teacher Education

Identifiers—*Ethiopia

The report speaks of elementary and secondary education in Ethiopia in terms of its history and cultural setting, and then relates the facts to the present situation in terms of learning opportunities, rural development, and the prevailing attitudes among the people in regard to education. Discussions cover the educational role of the Ethiopian Orthodox Church, the beginning of modern education with the opening of the first public school in 1906 by Emperor Menelik II, the effect on Ethiopian education of the power struggle which followed Menelik's death and World War I; and, in 1941, with independence, the challenge of starting the development and expansion of schools almost from scratch. Also, a historical comparison of the policies and attitudes of church education and modern education is made. The remaining discussions cover the comprehensive high school, the teacher training institutes, the problem of dropouts, the change of attitudes and rural development, and the enrollment and dropout figures for Ethiopia. Two figures showing elementary and secondary school enrollment data and a 9-entry bibliography are also included. (FF)

ED 066 268 RC 006 386

Bulbul, Ahmet Sudi

The Efforts on the Eradication of Illiteracy in Turkey.

Pub Date 17 Mar 71

Note—40p.; Paper prepared for Midwest Regional Meeting, Comparative and International Education Society, East Lansing, Michigan, April 16-17, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Adult Literacy, Boarding Schools, Classrooms, *Educational Development, *Illiteracy, *Political Power, Primary Education, *Rural Education, School Construction, Schools, Teacher Recruitment

Identifiers—*Turkey

The push to eradicate illiteracy in Turkey was started in the early days of the Turkish Republic and has continued to the present, according to this report. The policies followed to increase the level of literacy in Turkey have differed from one time to another, and some of the measures that were taken became subjects of political controversy. The literacy figures given are based on census data taken by primary teachers in rural villages and small settlements where illiteracy is a problem. The political background and early efforts on literacy training—nation schools, literacy classrooms, the outcomes of literacy courses, some conclusions about the literacy campaigns, the literacy classrooms at the present and their problems—are sketched. The approaches used in literacy training are described in 3 sections (1) early literacy training efforts, including the adoption of the Latin Alphabet; (2) the institutions involved—people houses and people rooms (1932-51), people education centers and reading rooms, and other programs, for example, literacy training in the Army, 4-H clubs, agriculture extension courses, health education programs, home economics programs, and mobil courses for village boys and girls; and (3) the present plans for literacy training through primary education—the problems of expansion, the policies followed to solve the problems, and the planned targets for primary education. Overall results of the efforts on literacy training are discussed, and data showing differences in literacy rate by sex and age group are presented. (FF)

ED 066 269 RC 006 387

The USDA and the Disadvantaged.

Rural Sociological Society, Brookings, S. Dak.

Pub Date Aug 72

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, *Agriculture, Civil Rights, *Disadvantaged Groups, Government Publications, Research Committees, *Rural Population, *Social Discrimination, *Sociology, Training

Identifiers—*United States Department of Agriculture (USDA)

Prepared by a Subcommittee of the Rural Sociological Society Development Committee, this report focuses on the policies of the United States Department of Agriculture (USDA)—how those policies are made and the implication of those policies for the disadvantaged in the United States. The Subcommittee assembled 2 bibliographies: (1) dealing with discrimination in connection with USDA programs and (2) dealing with large-scale organizations of which USDA is an example. Members of the Subcommittee did individual exploration in their own states to discover examples of discrimination in connection with USDA programs. Also, multiple copies of a 1 page questionnaire were sent out to key individuals in each of the 50 states. Notices were placed in social science journals indicating that the Subcommittee existed and requesting information. Evidence of discrimination by the USDA in its programs and policies in the past and of continued discrimination were found. Recommendations, placed at the beginning of this report for emphasis, include suggestions as to what individuals can do to help eliminate the problem of discrimination with respect to the disadvantaged. Furthermore, recommendations are made to members of the Rural Sociological Society describing the problem areas needing research, policy formulation, and action (areas which have some relation to equality of access to benefits of USDA programs). A bibliography with 47 entries and a list of selected studies of the disadvantaged by state agricultural experiment stations are included. (FF)

ED 066 270 RC 006 388

OEO Annual Report, 1971.
Department of Agriculture, Washington, D. C.
Office of Equal Opportunity.
Pub Date Jul 72
Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Business, *Civil Rights, Cost Effectiveness, Employment Opportunities, Equalization Aid, *Federal Programs, *Minority Groups, *Program Evaluation, *Rural Areas, Tables (Data)

Identifiers—OEO, *Office of Equal Opportunity

In its 1971 report, the Office of Equal Opportunity (OEO) evaluates its efforts and accomplishments in the following 4 areas: (1) application of compliance and enforcement measures to assure equal access for all citizens to United States Department of Agriculture (USDA) programs, (2) evaluation of program participation data to monitor progress in the delivery of benefits to minorities, (3) review of employment practices of Government contractors to assure equal employment opportunity, and (4) rendering of assistance to disadvantaged small business firms seeking Government contracts so that minority-owned firms can become competitive. The legal requirements for equal opportunity—the Civil Rights Acts of 1964 and 1968, Executive Order 11063, and the USDA regulations—are discussed. The Compliance and Enforcement (C&E) division operations and major C&E activities are described. Data tabulations are included. (FF)

ED 066 271 88 RC 006 389

Miller, Donald F.

Oregon Small Schools Program: A Title III Project. Independent Evaluation Report, 1972.

Educational Coordinates Northwest, Salem, Oreg. Spons Agency—Division of Plans and Supplementary Centers, BESE; Oregon State Board of Education, Salem. Oregon Small Schools Program.

Pub Date Jun 72

Note—221p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Consultants, Individualized Programs, Information Sources, *Instructional Innovation, *Program Evaluation, *Public School Teachers, Reports, *Small Schools, Summer Workshops, Teacher Motivation

Identifiers—Oregon

An Elementary and Secondary Education Act (ESEA) Title III project, the 1971-72 Oregon Small Schools Program (OSSP) objectives were (1) to increase member schools receptivity to new and better ideas in education; (2) to implement new programs and apply new techniques consistent with the Oregon Board of Education priority objectives and with the special needs of their districts; and (3) to obtain and keep the resources and information necessary to carry out those innovative programs and to apply those new techniques. The format to this report divides the evaluation into three sections, each section describing the transactions and outcomes as they relate to one specific OSSP objective. Additionally, Educational Coordinates Northwest has included a summary of its third party evaluation of the Teacher Incentive Grant Program (TIG). The TIG, also funded through Title III, ESEA, made grants available to classroom teachers in order to encourage instructional personnel to develop or implement alternative techniques or procedures of instruction, to stimulate the development of courses or parts of courses, and to improve instructional effectiveness of efficiency in the elementary and secondary schools in Oregon. In 60% of the projects, both principals and grantees indicated that the local TIG project brought about a variety of changes in the instructional activities of other teachers in the schools involved. A related document is ED 059 799. (HBC)

ED 066 272 RC 006 390

Laney, L. J.

Seventeenth Annual Report of Indian Education in Oklahoma Under State Contract.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 64

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, *Attendance Records, Compensatory Education Programs, Contracts, *Educational Programs, Enrollment Rate, Federal Programs, Lunch Programs, Post Secondary Education, *Program Costs, Rural Schools, State Programs, Statistical Data, Tables (Data)

Identifiers—*Johnson O Malley Act, Oklahoma

Authorized by the Johnson O'Malley Act (JOM) and supervised by the Oklahoma State Department of Education, several programs have been designed to involve the American Indian in the education of his children. Prepared by the director of the Division of Indian Education, this 1963-64 annual report presents pertinent information and statistical data pertaining to each district supported by JOM funds. Discussed in the narrative report are the satisfactory attendance records and the increase in Indian enrollment in schools, the enrollment of high school graduates in various types of post-high school training, and the number of lunches served to the indigent. The statistical report includes an attendance report, the expenditure of contract funds for the schools and administration, the estimated Indian pupil enrollment in 1965, the Indian pupils enrolled by areas and tribes for 1962-63, a map of Indian tribes in Oklahoma, the allocation of funds for special services, and the lunch reimbursement to equalization schools and special service schools. A summary of the aforementioned tables is presented. The appendix includes the negotiated contract, a modification, the budget estimate for 1964-65, the Oklahoma plan for the distribution of Indian education funds under the terms of the JOM contract, an enrollment and attendance table for 1963-64, and a high school Indian senior questionnaire. (HBC)

ED 066 273 RC 006 391

Laney, L. J.

Twenty-Second Annual Report of Indian Education in Oklahoma Under State Contract.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 69

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, *Attendance Records, Bilingual Education, *Educational Programs, Enrollment Rate, Federal Programs, Lunch Programs, *Program Costs, Rural Education, State Programs, Statistical Data, Tables (Data), Unit Costs

Identifiers—*Johnson O Malley Act, Oklahoma

Prepared by the director of Indian Education in Oklahoma, this 1968-69 annual report presents information and statistical data pertaining to each district supported by Johnson O'Malley (JOM) funds. Discussed in the narrative portion are the visiting coordinator program and its accomplishments, the basis on which JOM funds are allocated, the bilingual education program at Northwestern State College, the workshops conducted with the aid of Oklahoma University, and the Foundation Aid Program for the State of Oklahoma. The statistical report includes exhibits such as the enrollment and attendance report for 1967-68, the enrollment-age-grade-dropout-graduate table and key for 1967-68, the expenditure of schools and administration contract funds, the estimated American Indian pupil enrollment for 1970, the financial statement, the total funds allocated to schools for enrichment, special services and special programs allocations, and lunch reimbursement to general support and special service schools. A summary of the aforementioned tables is presented. Included in the appendix are the Indian Public School Contract and 2 modifications, the Oklahoma State plan for administration of JOM funds, the enrollment and attendance table for 1968-69, the enrollment-age-grade-dropout-graduate table for 1968-69, a map of Indian tribes in Oklahoma, and a high school Indian senior questionnaire. (HBC)

ED 066 274 RC 006 392

Laney, L. J.

Twenty-Fourth Annual Report of Indian Education in Oklahoma Under State Contract, 1971.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, Attendance Records, Community Involvement, *Educational Programs, Enrollment Rate, Federal Programs, Kindergarten, Lunch Programs, Program Costs, Projects, *School Services, State Programs, Statistical Data, *Tables (Data)

Identifiers—*Johnson O Malley Act, Oklahoma

The Education Program in Oklahoma is financed and operated under the provision of a contract between the U.S. Bureau of Indian Affairs and the Oklahoma Department of Education as authorized by the Johnson-O'Malley Act (JOM) of 1936. In this 1971 annual report, average daily attendance figures for participating school districts; JOM funding for meals served to indigent Indian students; the special programs project whose purpose is to work with the public schools to enrich the educational opportunities of the enrolled Indian students; the determination of a school's eligibility; the kindergarten program; the Indian Education Coordinator Program's progress in developing a communication network between the schools, the Indian parents and their children; and Oklahoma's foundation aid program are discussed. The statistical report includes exhibits such as the enrollment and attendance for 1969-70; Oklahoma state totals for 1969-70 enrollment; the expenditure of contract funds for instruction, transportation, lunches, and other services for 1970-71; the expenditure of contract funds for administration and supervision; a financial statement for the fiscal year ending on June 30, 1971; and other allocations of contract funds for 1970-71. A summary of the aforementioned exhibits is presented. Some of the items included in the appendix are the Indian Public School Contract, the Oklahoma plan for administration of JOM funds, and a map of tribal areas in Oklahoma. (HBC)

ED 066 275 88 RC 006 393

An Assessment of the Educational Needs of Indian Students in the State of Arizona.

Consulting Services Corp., Seattle, Wash. Spons Agency—Arizona State Dept. of Public Instruction, Phoenix; Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date Dec 69

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Education, *American Indians, Community Involvement, Cultural Differences, *Curriculum Design, *Educational Needs, Federal Programs, Self Concept, *Student Participation, *Student Teacher Relationship

Identifiers—*Arizona

The objective of the study was to offer general and comprehensive information on American Indian education as it pertains to Title III of the Elementary and Secondary Education Act in Arizona. The primary vehicle used for collecting information was the focus interview—a technique used to gather in-depth information on opinions and preferences. The interview sessions included 8-12 participants who were encouraged to comment on all aspects of Indian educational needs. Tape recordings of the interviews with parents, students, and teachers were made by 2 interviewers, both of whom later filled out an interviewer's report form. Findings indicated that there are cultural differences among Indians and non-Indians; that the students suffer from feelings of inferiority; that because school personnel fail to recognize cultural differences and are unable to adapt to the teaching of Indian students, the students are not qualified to face the outside world and drop out; and that school changes tend to be superficial. Standardized scores showed Indian students to be below the standard norms. Based on what was learned from the focus interviews, 19 recommendations were listed for the administration of Title III at the state level and for the educational needs and commensurate project alternatives from the focus interviews. Six underlying needs discovered in the focus interviews were improvement of educator-learner relationships, student self-image, student involvement, educational administration, curriculum structure, and community involvement. (FF)

ED 066 276 88 RC 006 394

Parnee, Edward A., Comp.

Summary Report of the Indian Needs Assessment Conference (Phoenix, March 19, 1970).

Spons Agency—Arizona State Dept. of Education, Phoenix.; Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 19 Mar 70

Note—52p.; Summary of discussion group reports from Indian Needs Assessment Conference, Phoenix, Arizona, March 19, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Community Involvement, *Conferences, Curriculum, Educational Administration, *Educational Needs, Parent Participation, *Participant Involvement, *Program Evaluation, Student Participation, Student Teacher Relationship, Workshops
Identifiers—*Arizona

The basic objectives of the "Indian Needs Assessment Conference," held in Phoenix, Arizona, were (1) to evaluate the interim study, "Assessment of the Educational Needs of Indian Students in the State of Arizona," conducted by the Consulting Services, Corporation, and (2) to arrive at some positive recommendations for the improvement of American Indian education in Arizona and some realistic proposals for implementing these recommendations. To achieve these objectives, the Arizona Department of Education and the Elementary and Secondary Act Title III, sponsors of the conference, brought together more than 60 educators from Arizona elementary and secondary schools where Indian students are enrolled. The conference held 8 informal discussion groups where participants expressed their views regarding the study, their individual programs, and the needs of Indian education in the state. In the concluding remarks, it was observed that American Indian professional educators can contribute to the statewide educational system and that basic issues of contention between Indians and non-Indians remain unsolved. It was also suggested that a statewide Council on Minority Education be organized to assess needs and priorities, that this Council hold grass roots and regional meetings, and that it establish Minority Education Centers which would develop their own specialties emphasizing the needs of the people served. The Council's strength, would lie in its ability to recognize needs common to all minorities and needs unique to each minority. The appendix lists the participants, their district and county, and their discussion group. (FF)

ED 066 277 RC 006 401

Tryfan, Barbara

The Role of Rural Women in the Family.

Pub Date Aug 72

Note—14p.; Paper prepared for Third World Congress of Rural Sociology, Baton Rouge, Louisiana, August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African Culture, Agricultural Occupations, Demography, Employment, *Family Planning, Marital Status, *Political Power, Technology

Identifiers—*Poland

The role of Polish rural women in the family and in the community is what the African peoples and governments are doing about them. It is stated categorically that a problem does exist. Indicators often used to deny this industrialization of agricultural regions, the activity of public organizations, and the development of cultural-educational institutions. Also discussed are factors influencing positive changes in a rural woman's life. These factors include new patterns of matrimony; a new attitude towards procreation; growth of their authority, especially if the husband undertakes employment outside of agriculture; gradual elimination of the self-sufficient household economy; an increasing process of mechanization; and access to rural women of schooling and extramural education. (NQ)

ED 066 278 32 RC 006 403

Spaulding, Sandra Lakota Rouillard, John Caske
The Indian in American History—The Sacred Tree Still Lives. A Teacher's Guide.

Grossmont Union High School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 72

Note—148p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American History, *American Indians, Bibliographies, Colonial History (United States), Education, High School Students, In-

dividual Power, *Instructional Materials, Mythology, Presidents, Reservations (Indian), *Student Projects, *Teaching Guides

The purpose of this teacher's guide is to provide some necessary tools in order to expand and up-date courses in American history, with an emphasis on the major role of the original inhabitants of North America in the shaping of history. It is hoped the guide will enable the teacher to expand the high school students' historical viewpoint, and give them an honest view of the role played by the original Americans in American history. The 8 units covered are (1) Indians Discover America, (2) Home of the Free—Land of the Brave, (3) Columbus Discovers Indians, (4) Colonists Gain Freedom—Indians Lose Theirs, (5) Indian Fighters Seize the White House, 1812-1850, (6) Let Them Eat Grass, (7) A People's Dream Died There, and (8) The Only Good Indian is a Dead Indian. Special projects and suggested materials and a bibliography are provided at the end of each unit. The appendix includes books and recordings, a preliminary bibliography for Diegueno Indians, a list of Indian museums, and the transcript of the Court-Martial of Colonel Chivington. (FF)

ED 066 279

RC 006 405

Hathorn, John R.

Annual Report of New York State Interdepartmental Committee on Indian Affairs, 1969-70.

New York State Interdepartmental Committee on Indian Affairs, Albany.

Pub Date 70

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, Committees, Community Health, Education, Educational Finance, Industry, Leadership, *Reservations (Indian), *Services, Social Services, *State Programs, Transportation
Identifiers—*New York State

The 1969-70 annual report of the New York State Interdepartmental Committee on Indian Affairs describes the committee's purpose and function as being to render, through the several state departments and agencies represented, various services to the 8 Indian Reservations—Cattaraugus, St. Regis, Tonawanda, Tuscarora, Allegany, Anandaga, Shinnecock, and Poospatuck—located within the boundaries of New York. The Department of Commerce programs have included assistance in industrial development and tourist promotion. The Department of Education has contracted with 12 public school districts near the reservations to educate Indian children. In addition, transportation, tuition, and assistance to high school graduates enrolled in post-secondary institutions are discussed. The Department of Transportation maintains all highways on Indian Reservations, along with other state highways. The Department of Health offers general medical clinics, child health clinics, and non-clinic medical services, and county health departments offer services in behalf of specific reservations. The chairman's report of 1969-70 activities and events, addresses of the 7 New York State Interdepartmental Committee members and 21 Indian Interest Organizations, and 9 Indian Reservation leaders and officials are included. A related document is ED 032 959. (FF)

ED 066 280

RC 006 406

Hathorn, John R.

Annual Report of New York State Interdepartmental Committee on Indian Affairs, 1970-71.

New York State Interdepartmental Committee on Indian Affairs, Albany.

Pub Date 71

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, Education, Educational Finance, Health, Legislation, Library Services, *Reservations (Indian), *Services, Social Services, *State Programs, Transportation
Identifiers—*New York State

The 1970-71 annual report of the New York State Interdepartmental Committee on Indian Affairs describes the committee's purpose and function as being to render, through the several state departments and agencies represented, various services to the 8 Indian Reservations—Cattaraugus, St. Regis, Tonawanda, Tuscarora, Allegany, Onandaga, Shinnecock, and Poospatuck—located within the boundaries of New York. The Department of Commerce programs have included

assistance in industrial development on Indian reservations. The Department of Education has contracted with 12 public school districts and 4 Boards of Cooperative Educational Services for the instruction of elementary and secondary pupils near the reservations. In addition, assistance is provided to high school graduates enrolled in post-secondary institutions. The Department of Health offers public health services, including ambulatory medical care in clinics. The Department of Transportation maintains reservation routes as part of the regular state highway system. Also included are discussions of social services, library services, health programs, and American Indian conferences and councils. The chairman's report on the 1970-71 progress of the Interdepartmental Committee and the accomplishments of the Legislative Subcommittee on Indian Affairs are related. Addresses of the 7 interdepartmental committee members, the 120 Indian Interest Organizations, and 9 Indian Reservation leaders and officials are included. (FF)

ED 966 281

RC 006 407

Report of Annual Conference on Indian Affairs (Pierre Boarding School, Pierre, South Dakota, October 29-30, 1969).

South Dakota Univ., Vermillion. Inst. of Indian Studies.

Pub Date 30 Oct 69

Note—92p.

Available from—Institute of Indian Studies, University of South Dakota, Vermillion 57069 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Conference Reports, Culture Conflict, *Educational Needs, *Ethnic Groups, Governmental Structure, Health, *Higher Education, Individual Power, Nutrition, Program Planning, School Conditions
Identifiers—*Sioux Indians

The Institute of Indian Studies and the United Sioux Tribes jointly sponsored a conference on 29-30 October 1969. The needs of the American Indian people were discussed by a large cross section of Indian participants. Indian concern about education and the malpreparation of Indian youths in education stood out. The conference report is divided into 3 sections: (1) the verbatim transcription of remarks by conferees, and sequences of events taken from stenographic notes and tape recordings; (2) a detailed discussion of each of the 15 subject areas discussed—intertribal conflict and accommodations, internal strife, college level courses in the Dakota language, economic developments and job opportunities, requests for support of American Indian students, off-reservation (Urban) needs, self-determination, need for Indian radio and television programs, revision of the Indian Reorganization Act of 1934, financing of Indian student activities by the Institute, direction to be taken by the Institute in meeting the needs of Indian people, establishment of an alcoholic rehabilitation center, requests for courses for junior managers, health, and creation of a National Prairie Park to be controlled and operated by American Indians—the action or proposed action, if indicated, taken by the Institute, and letters from conferees expressing their opinions after arriving home; and (3) a discussion of conference plans and administrative arrangements. (FF)

ED 066 282

RC 006 408

"The People Left Behind"—Four Years Later. A Report on the Effectiveness of Implementation of the Recommendations of the Presidential Commission on Rural Poverty.

Economic Research Service (DOA), Washington, D.C.

Pub Date 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agriculture, Community Action, *Economic Factors, *Educational Programs, Family Planning, Family Programs, *Government Role, Health Services, Housing, Manpower Utilization, Natural Resources, *Poverty Research, *Rural Areas

In 1967 the National Advisory Commission on Rural Poverty made a comprehensive study and appraisal of the economic situations and trends in American rural life; evaluated the means by which existing programs, policies, and activities relating to rural people might be coordinated or redirected; and developed recommendations for

action by government at the local, state, or Federal level or by private enterprise as the means of providing opportunities for the rural population. This report, 4 years later, describes the extent to which those recommendations have been implemented. The Economic Research Service of the U. S. Department of Agriculture conducted an investigation to determine what action, if any, had been taken to carry out the Commission's recommendations in the areas of creating a favorable economic environment; establishing national manpower policies and programs; improving rural education, health and medical care, family planning programs, welfare services, and rural housing; establishing area and regional development districts; fostering community organization; conserving and developing natural resources; adjusting production in agriculture, forestry, fisheries, and mining; and assisting in developing more effective government for rural opportunity. A related document is ED 016 543. (PS)

ED 066 283 95 RC 006 410
McKinley, Francis Kingsbury, Warren T.

Financing College Education for Indians.
National Indian Training and Research Center,
Tempe, Ariz.

Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date 15 May 72

Note—36p.; Report of Short Term Institute for
Coordination of Financial Aid to Indians,
Tempe, Arizona, August 24-26, 1971

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*American Indians, *Colleges,
Community Involvement, Coordinators, Educa-
tional Change, *Educational Finance, *Finan-
cial Support, Program Descriptions, Scholar-
ships, Student Adjustment, *Student College
Relationship, Student Loan Programs
Identifiers—*Arizona

Financing college education for American Indians is the topic of this report on a short-term institute conducted at Arizona State University, Tempe, by the University of Arizona's Division of Indian Affairs and the National Indian Training and Research Center. The objectives of the program were to enable the participants to (1) improve their ability to work effectively and constructively with Indian students and to find possible sources of financial aid in relationship to vocational-occupational aspiration, (2) develop strong organizations to service Indian students, (3) establish a common philosophy and standard practices with reservation and Bureau of Indian Affairs (BIA) area offices, (4) coordinate financial resources in the institution and the community aimed at Indian students with educational or socio-economic barriers to higher education. The problems Indian students encounter in obtaining financial aid were uncovered and used in planning the program. Approximately 300 persons who worked in the areas under discussion were invited; 44 accepted. The 44 participants were divided into 4 groups to discuss questions in 6 areas: Indian education coordinators, Indian education committees, college financial aids officers, college Indian advisors, BIA scholarship officers, and high school counselors. Discussions ranged into community involvement, problems of both students and financial aids officers, student needs, educational reforms, and the problems of communication and coordination. A field study follow-up and recommendations—that the criteria for financial aids awards need to be revised, that counseling should be more effective, and that additional training should be provided—are included. (FF)

ED 066 284 RC 006 411
Maldonado, Bonnie Buckley

The Impact of Skin Color By Sex on Self Concept of Low Socioeconomic Level Mexican-American High School Students.

Pub Date May 72
Note—126p.; Doctor's thesis submitted to New Mexico State University, Las Cruces, New Mexico

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Analysis of Variance, *Doctoral Theses, *High School Students, Individual Characteristics, Literature Reviews, *Mexican Americans, *Self Concept, Sex (Characteristics), *Socioeconomic Status

The purposes of this dissertation were to determine (1) if self-concept is affected by the inde-

pendent conditions of skin color and sex and (2) if self-concept is affected by the interactions resulting from the variables of skin color and sex. Two hypotheses were tested: (1) that there would be no significant main effects between the variables of sex and students' perceptions of skin color on the self-concept of Mexican Americans from a low socioeconomic level and (2) that there would be no significant interaction effects between sex and skin color on the self-concept. This study was conducted in 2 New Mexico public high schools during 1971-72 and consisted of 174 Mexican American 10th, 11th, and 12th grade students for whom 4 data indices were available (scores on Hollingshead's Two-Factor Index of Social Position, classification as to skin color, and sex). Interviews with the subjects by the investigator provided information pertaining to self-perception of skin color in addition to the investigator's rating. Color transparencies were made of the hand and arm of each subject for evaluation by 1 Anglo and 2 Mexican American judges. Analysis of variance was done to determine any significant main effects and interactions followed by an After F Test. Where significant F ratios were obtained, the Neuman Keul's Multiple Comparison Test was applied to determine significant differences. Pearson's Coefficient of Concordance was used to determine significant correlations between the students', judges', and investigator's ratings of skin color. Findings partially supported hypothesis 1 and found no significant interaction effects in support of hypothesis 2. (NQ)

ED 066 285 RC 006 412

Wright, David E. And Others
Ambitions and Opportunities for Social Mobility and Their Consequences for Mexican Americans as Compared with Other Youth.

Spons Agency—Department of Agriculture,
Washington, D.C.

Report No.—TAES-H-2611
Pub Date Jul 72

Note—41p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Anglo Americans, Culture Conflict, Disadvantaged Youth, *Ethnic Groups, Goal Orientation, *Mexican Americans, Negro Youth, *Occupational Aspiration, *Social Mobility, Status, Youth Problems

The findings from a recent study of the occupational and educational status projections of Mexican American, Negro, and Anglo youth are reviewed. The findings were that (1) the status projections of these youth are significantly similar although certain slight differences are noted, and (2) goals established by these youth are predominantly high level goals. These findings serve as bases for investigation concerning the differentials in opportunities and in social support in facilitating these youth in achieving their goals, special emphasis being given the Mexican American relative to Negro and Anglo youth. Tentative conclusions at this point are that Mexican American youth relative to Negroes and Anglos are more severely handicapped in pursuing their goals due to such features as a comparatively lower level of political activism, fewer supporting formal organizations, lack of knowledge and access to knowledge about educational systems and opportunities, language difficulties, and having certain subcultural values which can complicate achievement in the mainstream, Anglo-oriented United States society. Utilizing a theoretical scheme developed by Merton, a speculative inquiry is made into the probable consequences (e.g., heightened political and other social activism, possible "rebellious" activities, counter-cultural movements, and possible coalescence with other ethnic minority organizations) of Mexican American youth experiencing goal blockage. Speculative implications for the Mexican American individual and ethnic group and the larger society are drawn. (Author/NQ)

ED 066 286 RC 006 413

Oberle, Wayne H. And Others
Proceedings: Rural Sociology Section, Association of Southern Agricultural Workers, 1971 (Jacksonville, Florida, February 1-3, 1971).

Spons Agency—Department of Agriculture,
Washington, D.C.

Pub Date 3 Feb 71

Note—376p.; Proceedings of annual meetings of the Association of Southern Agricultural Workers, Jacksonville, Florida, February 1-3, 1971

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Agriculture, *Community Development, *Cultural Factors, Demography, Ecology, *Population Trends, Racial Factors, *Rural Areas, Rural Development, Rural Youth, Social Change, *Sociology

The 28 papers in the proceedings are separated into 7 categories according to the session at which they were presented at the annual meeting. The areas of rural life covered by the papers are youth, rural development in the 1970's, population, social change, race and culture, community and community development, and ecology and environment. (PS)

ED 066 287 RC 006 415

Miller, Robert W. And Others

Approaches to University Extension Work with the Rural Disadvantaged: Description and Analysis of a Pilot Effort.

West Virginia Univ., Morgantown. West Virginia Center for Appalachian Studies and Development.

Pub Date Aug 72

Note—211p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, *Community Development, *Early Childhood Education, *Economically Disadvantaged, Economic Factors, Employment Patterns, Health Programs, Recreational Programs, *Rural Areas, Social Factors, *University Extension

The purpose of the West Virginia Special Needs Project was to learn more about how to work effectively with low-income, rural, nonfarm groups. Three test communities without previous experience with Extension activities were selected. These test communities were surveyed to provide information about the communities and their residents that could be used for subsequent program planning. Information was collected in the following areas: locational characteristics of the communities, population structure by sex and age, educational attainment, employment, income, and existence of community in the 3 areas. Programs in early childhood education, health, recreation, and community development were introduced. The major conclusion of this evaluation study was that the project was successful to the extent that it demonstrated that organizational structures can be created, new services delivered, and educational work can be carried on by Extension in low-income rural communities. Some guidelines for future programs were suggested. Examples of interview schedules and suggested activities were presented in the appendices. (PS)

ED 066 288 RC 006 416

Marland, S. P., Jr.

Completing the Revolution.

Pub Date 5 Jun 72

Note—14p.; Speech presented at inauguration of Dr. Frank Angel as President of New Mexico Highlands University, Las Vegas, N. Mex., June 5, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Culture, *American History, American Indians, Ancient History, Bilingual Education, Cultural Awareness, Dropout Rate, *Educational Needs, *Educational Problems, Enrichment Programs, Ethnic Groups, *Mexican Americans, *Speeches

In this speech, given at the inauguration of Dr. Frank Angel as President of New Mexico Highlands University, Mr. S. P. Marland, Jr., U.S. Commissioner of Education, discusses both the shortcomings and accomplishments of the American education system when it comes to educating Mexican American students. It is noted that even though the Federal government has funded compensatory education programs and projects designed for Spanish-speaking children, the Mexican American students have a higher dropout rate than any other identifiable minority except American Indians. Also noted is the fact that some southwestern schools have begun bilingual programs where subjects are taught in both Spanish and English to all students. A major problem of the education system, which is discussed, is the past failure to teach Mexican American and other minority students to take pride in their cultural background and their national history. Mr. Marland discussed the fact that in school Mexican American children learn "virtually nothing" of their ancestors and that what they do learn is uncomplimentary. It is also pointed out that very few school staff members in

the 5 southwestern states are Mexican Americans and that Spanish is excluded from the classroom, playground, and in school communications to parents. (NO)

ED 066 289 RC 006 420
CVAE [Coordinated Vocational-Academic Education] Academic Curriculum Project. Evaluation Report, 1971-72.

Education Service Center Region 1, Edinburg, Tex.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational and Technical Education.

Pub Date 72

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Academic Education, Audiovisual Aids, *Curriculum Development, Evaluation, Individualized Instruction, *Junior High School Students, Language Arts, Mathematics Curriculum, *Mexican Americans, Program Descriptions, Science Curriculum, Social Studies, *Vocational Education

Identifiers—*Texas

The second year of the Coordinated Vocational-Academic Education (CVAE) Academic Curriculum Project, Region One Education Service Center, was devoted to the production of instructional materials and to the field testing of the instructional system. Having as its target population junior high school CVAE students, the project's field test involved more than 120 students and 6 academic teachers in the Austin Junior High School, Pharr-San Juan-Alamo Independent School District. Eighth grade students participated in the mathematics, social studies, and language arts curricula, and 9th grade students participated in the mathematics and science curricula. Developed around student performance objectives, the system provides for individual learning rates. Students receive instruction via filmstrips, cassette tapes, and realia, as well as by paper-and-pencil activities. They proceed from simpler to more complex tasks as they move individually from one objective to the next. Field test students, typically disenchanted with formal schooling, were involved in the planned learning activities up to 71% of the time and in individual work up to 57% of the time. Absenteeism and disciplinary referrals dropped. Ninth grade students' more positive attitude toward science was documented. Mastery over specific performance objectives, from 88.7% to 99.8% in the different curriculum areas, was accomplished. It was concluded that the instructional system is viable, and it was recommended that the project be continued and expanded. (Author/NO)

SE

ED 066 290 SE 012 139
The Establishment of a National Industrial Wastes Inventory. Hearing Before a Subcommittee of the Committee on Government Operations, H.R. 91st Congress, September 17, 1970.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

Pub Date Sep 70

Note—230p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Committees, Environmental Influences, *Federal Legislation, *Industry, Natural Resources, *Pollution, *Waste Disposal, Wastes

Presented in this bulletin is the text of the hearing before the Conservation and Natural Resources Subcommittee of the Committee on Government Operations, United States House of Representatives, ninety-first Congress, concerning a national inventory of industrial wastes. The hearing was held September 17, 1970, to examine the long delay of the executive branch in instituting a much-needed inventory of industrial wastes, and in utilizing the inventory to facilitate enforcement of the Refuse Act of 1899. Further, they sought to scrutinize what the Corps of Engineers is doing concerning enforcement of the Refuse Act and how the Interior Department's inventory relates to the Corps' program. Statements and let-

ters are submitted for the record by members of the Federal Water Quality Administration (FWQA), Department of the Interior, Corps of Engineers, and Bureau of the Budget. Appended material includes various correspondence between the subcommittee and federal agencies, policy statements and guidelines, and the proposed FWQA industrial waste questionnaire with accompanying instructions and definitions. Henry S. Reuss chaired the subcommittee. (BL)

ED 066 291

SE 013 506

Cole, R. S. Hillel, V.

Research and Development Projects in Pre-School, Primary, Secondary and Special Education in the U. K.

Schools Council, London (England).

Pub Date 71

Note—202p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Development, *Directories, *Educational Research, Elementary Education, Evaluation, Preschool Education, *Research and Development Centers, Special Education

Identifiers—*United Kingdom

The first of two indexes of educational research and development projects in the United Kingdom is arranged alphabetically by institution conducting the work. Each entry gives the name of the project, the financing organization, the name of the project director, and notes on the status of the project (completed, feasibility study, or in progress). The second index is arranged by subject matter and is cross referenced to the institution concerned. Projects indexed concern curriculum development for education up to and including secondary schooling; evaluation techniques; student, teacher, and community characteristics related to education; special education, including gifted and handicapped children; educational administration variables; and cover all subject areas and a variety of teaching techniques. (AL)

ED 066 292

SE 013 887

U. S. National Report on the Human Environment.

Department of State, Washington, D.C.

Pub Date Jun 71

Note—60p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.40, Stock No. 4400-1355)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Ecology, *Environment, *International Organizations, Pollution, Reports

This document constitutes the response of the United States to the request that members of the United Nations participating in the Conference on the Human Environment in Stockholm prepare national reports describing their environmental problems and discuss actions being taken to resolve them. In addition, members were asked to identify topics of sufficient importance to merit international attention. This report was prepared by the Departments of Agriculture, Health, Education, and Welfare; Housing and Urban Development; Interior, and the Environmental Protection Agency. (Author/CP)

ED 066 293

SE 014 160

Council of Europe News-Letter 2/72.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, Correspondence Courses, *Educational Administration, Educational Finance, Educational Legislation, *Higher Education, Newsletters, *Secondary Education

Identifiers—*Europe

The first part of this issue of the newsletter reprints an English article summarizing the development of performance contracting in U. S. schools. The second part contains extracts from the educational press of twelve European countries. Extracts in English describe possible new post-secondary educational institutions in Austria; the status of extension of Danish compulsory education; possible consequences of a Bavarian Higher Education law which could conflict with the Federal proposals, and summarizes Federal-Lander cooperative school experiments in Ger-

many; Dutch measures to stimulate educational innovation; the introduction of "middle schools" in years 10-12 of Norwegian schooling; the new Adult Education Bill in Sweden; and British reports on educational and cultural links with Europe, the rising cost of education, trends in reading standards, and projections for university development. Articles in French describe intended reforms of higher technical education and the pact which aims at reducing discrimination in school systems in Belgium; summarize the effects on universities of the third Spanish development plan; describe French legislation concerning reform of the first cycle of secondary education, professional aptitude certificates, and correspondence classes; summarize recent Italian educational legislation; and outline architects plans for future Swiss schools. (AL)

ED 066 294

SE 014 166

Lockard, J. David

Guidebook to Constructing Inexpensive Science Teaching Equipment, Volume I: Biology.

Maryland Univ., College Park. Science Teaching Center.

Pub Date Jun 72

Note—288p.

Available from—University of Maryland, Science Teaching Center, College Park, Maryland 20742 (Free while the supply lasts)

Document Not Available from EDRS.

Descriptors—*Biology, *Design, Developing Nations, Models, *Resource Guides, *Science Equipment, Secondary School Science

Identifiers—*Inexpensive Science Teaching Equipment Project

This guidebook contains designs of laboratory equipment considered essential for student investigations in introductory biology in developing countries. The designs presented are based on the premise that many students and teachers will wish to make equipment for themselves. Although all the designs have been tested under laboratory conditions at the University of Maryland, they have not been tested in school situations nor produced and tested under local conditions in developing countries. The tools and raw materials required to make specific items of equipment are indicated at the beginning of each item description. Dimensions and detailed instructions are provided with each design. (SE 014 167 and 014 168 deal with chemistry equipment and with physics equipment.) (CP)

ED 066 295

SE 014 167

Lockard, J. David

Guidebook to Constructing Inexpensive Science Teaching Equipment, Volume II: Chemistry.

Maryland Univ., College Park. Science Teaching Center.

Pub Date Jun 72

Note—287p.

Available from—University of Maryland, Science Teaching Center, College Park, Maryland 20742 (Free while the supply lasts)

Document Not Available from EDRS.

Descriptors—*Chemistry, *Design, Developing Nations, Models, *Resource Guides, *Science Equipment, Secondary School Science

Identifiers—*Inexpensive Science Teaching Equipment Project

This guidebook contains designs of laboratory equipment considered essential for student investigations in introductory chemistry in developing countries. The designs presented are based on the premise that many students and teachers will wish to make equipment for themselves. Although all the designs have been tested under laboratory conditions at the University of Maryland, they have not been tested in school situations nor produced and tested under local conditions in developing countries. The tools and materials required to make specific items of equipment are indicated at the beginning of each item description. Dimensions and detailed instructions are provided with each design. (SE 014 166 deals with biology equipment; SE 014 168, physics equipment.) (CP)

ED 066 296

SE 014 168

Lockard, J. David

Guidebook to Constructing Inexpensive Science Teaching Equipment, Volume III: Physics.

Maryland Univ., College Park. Science Teaching Center.

Pub Date Jun 72

Note—318p.

Available from—University of Maryland, Science Teaching Center, College Park, Maryland 20742 (Free while the supply lasts)

Document Not Available from EDRS.

Descriptors—Design, Developing Nations, Models, *Physics, *Resource Guides, Science Equipment, Secondary School Science Identifiers—*Inexpensive Science Teaching Equipment Project

This guidebook contains designs of laboratory equipment considered essential for student investigations in introductory physics in developing countries. The designs presented are based on the premise that many students and teachers will wish to make equipment for themselves. Although all the designs have been tested under laboratory conditions at the University of Maryland, they have not been tested in school situations nor produced and tested under local conditions in developing countries. The tools and materials required to make specific items of equipment are indicated at the beginning of each item description. Dimensions and detailed instructions are provided with each design. (Similar information concerning biology equipment is contained in SE 014 166 and in SE 014 167 for chemistry equipment.) (CP)

ED 066 297 SE 014 177

Egelston, Richard L. Egelston, Judy C. Self-Evaluation and Performance on Classroom Tests.

Pub Date Apr 72

Note—14p.; Paper presented at the National Association for Research in Science Teaching meeting, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Evaluation, *Grade Prediction, Secondary School Science, *Self Evaluation, Testing

In an investigation of the accuracy of self-evaluation on test performance, 210 junior high school science students were asked to predict their scores before and after taking each unit test. Absolute differences between the two predictions and actual scores were the random variables analyzed. Analysis of variance and Markov chain analyses revealed significant differences by achievement level, practice, and in rate of learned and perhaps should be incorporated into the school curriculum. (Author/CP)

ED 066 298 SE 014 181

Handbook of Environmental Education Strategies. New York State Education Dept., Albany.

Pub Date 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Strategies, *Environmental Education, Instructional Materials, Learning Activities, Motivation Techniques, Relevance (Education), *Secondary Grades, *Teaching Guides

The educational approach of this guide involves instructional strategies for integrating environmental concerns into subject matter areas. Its objective is to enumerate and illustrate numerous interdisciplinary strategies, showing how they and other teaching devices may serve environmental education goals within the operative instructional mode. Strategies suggested include use of concept-centered activity packages; common denominators, those environmental concepts showing multi-faceted curricular potential, as survival, interdependence, scarcity, recycling, planning, valuing, optimism, interaction, right vs. responsibility, social forces, and change; the printed media of newspapers, editorials, and cartoons; student involvement in community problems and projects; case studies; readings and quotations as learning activities to improve reading skills and provide incentive for future study; student environment/ecology clubs; out-of-classroom experiences; student projects; and family participation activities. Examples were prepared as resources for teacher use primarily at the middle school, junior and senior high school levels. However, the strategies focusing upon basic environmental concepts, family participation activities, student projects, and out-of-classroom experiences are adaptable to lower elementary grades. (BL)

ED 066 299 SE 014 189

Seltzer, Judith R., Ed. Horsley, Kathryn, Ed.

The Proceedings of the National Conference on Population Education, November 1971.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date 72

Note—118p.

Available from—Population Reference Bureau, Inc., 1755 Massachusetts Avenue, Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, Curriculum Development, Demography, Educational Opportunities, *Population Education, Reference Materials, *Secondary Education

Compiled in this report is a mixture of formal and informal discussions of problems related to population education, as presented at the National Conference on Population Education, held November 11-13, 1971. Focus on the secondary schools was chosen because this level presents a workable testing ground for experimenting with alternative ways to broaden the traditional curriculum to include demographic dimensions of human experience. Topics discussed correlate with conference objectives to: (1) examine the meaning of population education and what it seeks to achieve; (2) clarify relationships between population education and the accepted disciplines and other multidisciplinary fields; (3) explore alternative teaching and learning approaches and criteria by which they can be evaluated; (4) identify significant gaps in the availability of teaching materials, training, technical assistance and other needs of teachers and students; (5) review the capacity and readiness of various participating organizations to fill the most important gaps; (6) assess alternative strategies in getting school systems to introduce population education as rapidly as possible; and (7) see what means might be most useful for keeping each other informed of developments in the field. Summary statements indicate a continuing struggle between a broad overarching scheme of population education and the individual components of such a scheme. (BL)

ED 066 300 SE 014 216

LaShier, William S., Jr.

Final Report of the NSF-CCSS Project for ISCS Teachers Held at the University of Kansas, 1971-72.

Pub Date 72

Note—57p.; Paper presented at the National Science Teachers Association meeting, New York, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Inservice Teacher Education, *Science Course Improvement Project, *Secondary School Teachers, *Summer Institutes Identifiers—*Intermediate Science Curriculum Study

This report consists of an evaluation of the effects of introducing the Intermediate Science Curriculum Study (ISCS) Level One curriculum into the classes of ISCS Institute participants. Participants were compared with a control group on the basis of results obtained from the Classroom Activity Checklist, Student Inventory, Scientific Attitude Inventory, Self-Reliance Test, and the Subject Preference Ranking. Twelve hypotheses were tested. Some of the ISCS objectives were not met by Level One of the program, which might make it difficult to achieve the objectives of the other two ISCS levels. (CP)

ED 066 301 SE 014 220

Holliday, William G.

Classroom Applicability of the Stimulus Generalization Concept to Verbal Science Information.

Pub Date Apr 72

Note—13p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, Instruction, Learning, *Secondary School Students, *Stimulus Generalization, *Verbal Learning

This study attempts to determine if the stimulus generalization concept is applicable to school-relevant instruction when the material to be learned is verbal science information. The delivery techniques under investigation were audio, printed, and a simultaneous combination of both media. Three hundred and thirteen tenth grade biology students were randomly assigned to nine groups and a variation of the posttest-only control groups experimental design was used. Each group was tested over the presented information using one of the three delivery techniques. Both learning and evaluative materials were presented using a programed text format group-paced delivery technique. Analysis of covariance indicated no advantage in using the same media in the learning and testings sessions. The Verbal Reasoning Test scores of the Differential Aptitude Tests served as the covariate scores. These findings question the extent of the theory's applicability and usefulness to meaningful prose material in science, especially where the instruction more closely approximates school-relevant conditions at the secondary school level. (Author/CP)

ED 066 302 SE 014 233

The Teaching of Sciences in African Universities.

[Report of the Seminar on the Teaching of Basic Sciences in African Universities, Rabat, 13 to 22 December 1962].

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 64

Note—112p.

Available from—UNESCO Publications Center, P. O. Box 433, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Biology, Chemistry, *College Science, Earth Science, International Organizations, Physics, Science Education, *Universities Identifiers—*Africa, UNESCO

Eighteen recommendations made by a 1962 United Nations Educational, Scientific and Cultural Organization (UNESCO) seminar on teaching the basic sciences in African universities introduce the conference report. A general summary of the conference proceedings, reported separately for pedagogic problems and difficulties of organization and administration, forms the first major section of the volume. In the second section, containing papers commissioned by UNESCO to focus the attention of the participants on the general problems faced in other countries, mathematics, physics, chemistry, geology, and biology teaching are each examined, and the results of a survey of African university staff interpreted and assessed. The papers in the second section contain references to the problems in the country of the writer, and, sometimes, comparisons with the African situation. A list of conference members is included. (AL)

ED 066 303 SE 014 397

Aronow, Wilbert S. And Others

Human Health Effects, Task Force Assessment, Preliminary Report.

California Univ., Berkeley.

Pub Date Jun 70

Note—72p.; Task Force No. 2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Pollution Control, Biological Sciences, Environmental Influences, *Evaluation, *Health, *Human Body, Medicine, *Pollution, Projects, Reports

Identifiers—Project Clean Air

Presented in this preliminary report is one of seven assessments conducted by a special task force of Project Clean Air, the Human Health Effects Task Force. The reports summarize assessments of the state of knowledge on various air pollution problems, particularly in California, and make tentative recommendations as to what the University of California can do through Project Clean Air to alleviate those problems. In this report biomedical effects of air pollution are evaluated from epidemiological evidence and from experimental studies. Human hazards are emphasized to establish whether enough evidence exists to set air quality standards because of demonstrated human health effects. Section I provides a review of the findings and suggests basic and applied research that is needed. Section II enumerates: (1) the biomedical effects of fossil fuel combustion, (2) effects of individual pollutants, (3) effects of inherited metabolic patterns on air pollutant susceptibility, and (4) environmental carcinogens, mutagens, and teratogens. The last section offers tasks recommended for the Project in the nature of mission-oriented programs. Literature cited is listed. A related document from the Automobile Engine Development Task Force is ED 052 938. (BL)

ED 066 304 SE 014 399

Margen, Sheldon, Ed.

Progress in Human Nutrition, Volume 1.

Pub Date 71

Note—228p.

Available from—AVI Publishing Company, Westport, Connecticut

Document Not Available from EDRS.

Descriptors—*Eating Habits, Environmental Influences, Food, Health, *Maladjustment, *Nutrition, *Speeches, Symposia

In view of the international character of nutrition and interrelationships and meaning of food to all people, this annual series of open-ended books has been started to direct attention to the aspects of human nutrition in regard to the quality of life. It is believed the study of the action nutrients, their interrelationships, and their ingestion in the vehicles called food, encompasses the study of man from conception to death, his evolution past and future, and his survival as a species. The papers for this first volume are taken from two symposia on nutrition. One, the Symposium of Biochemistry and Nutrition on Proteins and Biocatalysts, took place in Teheran, Iran, May 19-22, 1969; the other, Dysnutrition and the Seven Ages of Man, was held at the University of California, San Francisco, January 10-12, 1969. Topics range from a philosophical analysis of malnutrition in developing countries, to a description of undernutrition in the affluent United States. Food conservation and utilization, resistance to infection, infant malnutrition and later learning, pregnancy, boredom, physical activity, wound healing, dietary management, preventive dentistry, and psychophysiology, as related to nutrition, are among other topics considered. Each paper concludes with a bibliography. (BL)

ED 066 305 SE 014 415
Conference of Ministers of Education and Those Responsible for the Promotion of Science and Technology in Relation to Development in Latin America and the Caribbean Convened in Cooperation with ECLA and OAS, Venezuela, December 1971, Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Mar 72

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Democratic Values, Developing Nations, *Educational Development, Educational Improvement, *Latin American Culture, Regional Cooperation, *Science Education, *Secondary Education, *Technology

Summarized in this report are commission reports, resolutions, and recommendations offered to a 1971 UNESCO conference dealing with education, science, technology, and development in Latin America and the Caribbean. The narrative material serves to illuminate the Conference objectives to: (1) review the progress made in education since a 1966 conference relating to education and economic planning, (2) consider the reform and democratization of secondary education, with particular reference to the development of science teaching, (3) identify needs in respect of regional cooperation with regard to higher education, especially in science, technology and agriculture and to university scientific research, and (4) examine the Director-General's proposals concerning regional integration in Latin America in the fields of UNESCO's competence. Additional material includes the conference addresses, and lists of documents and participants. The Conference was held in Caraballeda, Venezuela, December 6-15, 1971, with the cooperation of UNESCO, the United Nations Economic Commission for Latin America and the Organization of American States. (BL)

ED 066 306 SE 014 416
Earth Control and Investigations, Training Course 1972.

Department of the Interior, Denver, Colo. Engineering and Research Center.

Pub Date 72

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Construction (Process), *Course Content, *Earth Science, Educational Programs, *Investigations, *Methods Courses, *Quality Control, Soil Science, Structural Building Systems

Compiled in this notebook is material from an Earth Control and Investigations Course offered by the Earth Science Branch of the Division of General Research, Engineering and Research Center, Denver, Colorado. The training is designed to promote consistency and uniformity in control and investigation procedures

throughout the Bureau of Reclamation. Introductory material includes a description of the course, class schedule, names of instructors and participants. Major portion of the notebook contains outlines of each of the 33 lectures, space for note taking, and study references where appropriate. Earth dams, canals and miscellaneous structures, foundations and materials, filters, geology, soils, rock mechanics, test pits, drill and auger holes, field permeability tests and project planning are studied. (BL)

ED 066 307 SE 014 435
Status Report on Environmental Education Programs in North Carolina.

North Carolina State Dept. of Education, Raleigh, Div. of Science Education.

Pub Date Aug 71

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Wide Programs, College Programs, County Programs, Educational Programs, *Environmental Education, *Program Descriptions, Questionnaires, *School Systems, *State Surveys, *Status

Identifiers—North Carolina

A survey conducted by the State Department of Education to determine the status of environmental education in North Carolina is summarized in this report. Questionnaires were sent to all local superintendents and deans of education schools in the state requesting information about program objectives, program descriptions, evaluation procedures, and coordination personnel. From replies it was determined about 43 percent of the Local Education Agencies are involved in some type of environmental program, ranging from a one-exposure situation to a comprehensive, multi-grade level approach. At the college and university level, 17 percent reported environmental education courses offered, although these courses were not specifically designed to prepare prospective teachers. Descriptions of selected programs in city school units and county school units are given together with a list of city, county, university, and special programs which appear to have promise for the future. The appendix includes sample letters, questionnaires, and abstracts from five Title III ESEA projects. This report was prepared to serve as a guide for further implementation of the "Environmental Education Planning Project" funded under Title V, ESEA. (BL)

ED 066 308 88 SE 014 436
MacGown, Richard H.

The School Site in Environmental Education.

Maine Environmental Education Project, Yarmouth.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conceptual Schemes, *Design Needs, *Environmental Education, Guidelines, *Program Development, School Planning, *Site Analysis, Site Development

Identifiers—ESEA Title III

Realizing that school sites can play an important role in enhancing the educational process, guidelines dealing with the development of a school site for environmental education purposes are presented. First, the roles of this site for environmental studies are explained as: (1) an ecology laboratory, (2) an environmental management laboratory, (3) a natural history interpretive area, and (4) a multiple-use school and community recreation area. Site planning is viewed as the key to effective school site design, development, and utilization. The three basic phases of planning are discussed in detail. Site Analysis gives an inventory of all factors which may influence the site; natural and man-made influences relating to ecological, economic, political, social, technological, and aesthetic points of view. Program Development is concerned with analyzing the nature of the particular purpose or use for the site. Design Concept Development is the graphic interpretation of how the site and program should be blended into a compatible solution. Accompanying the narrative material are examples of site analysis diagrams; a model of steps in the program development process; and examples of the schematic solution to the design problem. This work was prepared under an ESEA Title III contract. (BL)

ED 066 309 SE 014 450
Pollution Analyzing and Monitoring Instruments.

Pub Date 72

Note—354p.

Available from—Noyes Data Corporation, Noyes Building, Park Ridge, New Jersey 07656 (\$36.00)

Document Not Available from EDRS.

Descriptors—Componential Analysis, *Data, *Environment, Instrumentation, *Measurement Instruments, *Pollution, *Quality Control, Science Equipment

Compiled in this book is basic, technical information useful in a systems approach to pollution control. Descriptions and specifications are given of what is available in ready made, on-the-line commercial equipment for sampling, monitoring, measuring and continuously analyzing the multitudinous types of pollutants found in the air, water, soil, food or feedstuffs, or making themselves evident as noise and radiations. Major listings include one or more of the following: (1) diagrams of the apparatus with a description of its components and accessory equipment, (2) technical discussion of the analytical reactions involved, (3) specifications of the instrumentation, and (4) brief statement about the specific and all-around uses of the instrument or apparatus. Data on the types of measurement and analyses which can be made and the companies which provide such instrumentation are also supplied. More than 350 instruments, analytical equipment, test kits, and sampling devices are described based directly on information supplied by the manufacturer's literature. One hundred fifty-seven companies are represented. (BL)

ED 066 310 SE 014 451
Price, F., Ed. And Others
McGraw-Hill's 1972 Report on Business & the Environment.

Pub Date 72

Note—514p.

Available from—McGraw-Hill Publications Company, New York, New York

Document Not Available from EDRS.

Descriptors—*Business, *Environment, Industry, *Management, *Pollution, Producer Services, Reference Materials, Reports

Up-to-date information on environmental law and enforcement, industrial problems and solutions, and municipal waste treatment problems is offered in this compendium. It reports on the condition of the American environment as it affects, and is affected by, the operation of business enterprises. The text deals objectively with present and future trends in legal and community actions directed toward improving air and water resources. Engineers and other professionals evaluate in detail a wide range of equipment and techniques used effectively by business to prevent or curtail industrial pollution. Information for this volume was selected from McGraw-Hill's array of publications as well as a number of other major sources; 295 significant reports from 23 different journals are included. Chapters are titled: Environment and Policy, Laws and Standards, Environmental Management, Clean Air Technology, Clean Water Technology, Solid Waste Technology, Recycling and Reuse, Cars and Fuels, Chemical Process Industries, Construction, Nonferrous Metals, Energy and Generating Industry, Mines and Mining, Steel and Metalworking Industries, Noise, Municipal Waste Treatment, Measuring Pollution, and Special Problems and Solutions. (BL)

ED 066 311 SE 014 455
Suggestions on the Teaching of College Mathematics.

Mathematical Association of America, Berkeley, Calif. Committee on the Undergraduate Program in Mathematics.

Pub Date Jan 72

Note—39p.

Available from—CUPM, P. O. Box 1024, Berkeley, California 94701

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Mathematics, *Course Organization, Effective Teaching, *Instruction, *Mathematics Education, Teacher Education, Teaching Methods, Teaching Quality

Identifiers—CUPM

This handbook on effective college mathematics teaching offers suggestions on course planning; lecturing; using the blackboard, textbooks, and visual aids; making assignments;

scheduling, composing, and grading tests; and giving grades. It also discusses feedback and instructor evaluation and includes a sample questionnaire that might be given to students. A section on the role of teaching assistants suggests that a program of regular visitation, evaluation, orientation, and guidance by regular faculty members be followed. The final section lists professional journals and periodicals concerned with higher education, and gives a bibliography of books on mathematics, mathematics history, and mathematics teaching. (DT)

ED 066 312 SE 014 456

Hagevik, George, Ed.

The Relationship of Land Use and Transportation Planning to Air Quality Management.

Rutgers, The State Univ., New Brunswick, N.J.

Pub Date May 72

Note—287p.

Available from—Rutgers University, Center for Urban Policy Research and Conferences Department, University Extension Division, New Brunswick, New Jersey (\$10.00)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Cooperative Planning, Environment, Environmental Influences, *Land Use, Management, *Relationship, *Transportation, Urban Areas

Due to a lack of communication between urban, regional, and transportation planning agencies and air pollution control agencies, cooperative efforts in environmental planning have been nearly non-existent. This traditional lack of communication and understanding serves to obscure the fact that air pollution control agencies and planning agencies in the final analysis have similar goals and can profit from each other's knowledge, expertise, and activities. Differences, however, are usually evident in their scope of activity; planners often think of themselves as generalists, expert only in a process while pollution control individuals are viewed as specialists, defining a situation and controlling it. Papers in this volume are thus directed toward this problem and its components, with particular emphasis on land use planning and air quality management. Part I, Establishing the Relationship, identifies transportation and land use elements in air quality implementation plans, management programs, and state level planning situations. Part II, Transportation and Air Pollution, explores existing problems and possible strategies for solution. Part III, Procedures for the Urban Planner, surveys land use planning tools, the impact of urban growth and development, locating pollution sources, and industrial performance standards all in relation to air quality standards and management. Bibliographic references, charts, and diagrams are included. (BL)

ED 066 313 SE 014 462

Thiess, Frances Case

Science and Mathematics for Disadvantaged Children: An Annotated Bibliography.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Sep 72

Note—21p.; Special Bibliography 5

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies,

Bibliographies, *Disadvantaged Youth, Information Services, *Mathematics Education, Reports, Resource Materials, *Science Education The ERIC Center Science, Math, and Environmental Education Information Reports have been developed to disseminate information concerning documents analyzed at the ERIC Information Analysis Center for Science, Mathematics and Environmental Education, Columbus, Ohio. This annotated bibliography lists the most significant documents that have been published dealing with science and mathematics for disadvantaged children. (CP)

ED 066 314 SE 014 463

Scientific and Technical Information for Developing Countries. A Report of an Ad Hoc Advisory Panel of the Board on Science and Technology for International Development.

National Academy of Sciences - National Research Council, Washington, D.C.

Pub Date Apr 72

Note—92p.

Available from—National Academy of Sciences, Office of the Foreign Secretary, 2101 Constitu-

tion Avenue, Washington, D. C. 20418 (Free while supplies last)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developing Nations, *Information Needs, *Information Services, International Programs, Reports, Scientific Manpower, *Technical Assistance

This report from an ad hoc advisory panel of the Board of Science and Technology for International Development attempts to provide an argument for the importance of systematic scientific and technical information transfer within the framework of the total technical assistance effort. It stresses the need for substantially greater activity and a higher level of priority in providing assistance in this field. Technical assistance addressed to this problem should aim at building and strengthening the "information infrastructure" of developing nations, to create viable information systems that are responsive to changing needs and which can continue to function effectively after the Agency for International Development (AID) assistance to these nations has ceased. The panel recommended 14 suitable action projects. These are presented in summary form. (Author/CP)

ED 066 315 24 SE 014 466

Hollis, Lyle Y.

A Study of the Effect of Mathematics Laboratories on the Mathematical Achievement and Attitude of Elementary School Students. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-9-G-038

Pub Date Jul 72

Grant—OEG-7-9-530038-0125

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Activity Learning, *Attitudes, *Elementary School Mathematics, High Achievers, Intermediate Grades, Laboratories, Low Achievers, Manipulative Materials, *Research

The study attempted to determine the extent to which a mathematics laboratory would enable both slow and gifted learners to gain in achievement in mathematics and to develop more positive attitudes toward mathematics. On the basis of ability, achievement in school, and results on the California Achievement Test, 75 fourth, fifth, and sixth grade students from each of two schools were selected as the research group, and 75 in one school and 40 in another were identified as the control group. Two mathematics laboratories in two elementary schools were put into operation and students attended 45-minute laboratory sessions twice weekly. Sessions were conducted on a diagnose-prescribe model, focusing on the areas where students needed additional work. Posttests for achievement and attitude were administered when the laboratory sessions concluded. The study found that mathematics laboratories used with slow learners and with gifted learners facilitated a slightly increased academic achievement in both cases, with more of an increase occurring at the lower grade levels. The laboratories also facilitated an increased positive attitude toward mathematics, with a significant increase occurring in the school located in a deprived area. There was no significant difference in achievement scores between laboratory and control groups. (Author/DT)

ED 066 316 SE 014 497

Instructional Objectives Exchange. Biology 10-12. California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date 70

Note—77p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 (\$8.00 plus 2.5% postage and handling)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Biology, *Clearinghouses, Educational Objectives, Evaluation, *Measurement Techniques, Resource Materials, Secondary School Science A publication of the Instructional Objectives Exchange, this booklet contains instructional objectives collected from educators or formulated at the Exchange. In addition, up to six measuring techniques suitable for assessing attainment of each objective are included. By exchanging objectives, duplication of developmental activities will be reduced. (CP)

ED 066 317 SE 014 509

Drug Abuse Current Awareness System (DACAS), Volume 1 Number 2.

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Report No—HSM-42-72-60

Pub Date 17 Jul 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Drug Abuse, Health Education, *Higher Education, *Instruction, Reference Materials, *Secondary Education

The Drug Abuse Current Awareness System (DACAS) is a comprehensive biweekly listing of citations of the recent drug abuse literature, derived from scanning the major publications media in the area, including scientific and technical journals, popular magazines, underground newspapers, books, legal journals, and government project reports. The citations are categorized into 21 "Major Subject Areas" as follows: History; Socio-Cultural Aspects; Epidemiology; Law and Public Policy; Etiology; Treatment and Rehabilitation; Psychology and Psychological Effects; Public Information; Drug Education; Community Action; Information Resources; Pharmacology, Chemistry, and Toxicology; Behavior and Physiological Effects; Narcotics; Stimulants; Depressants; Hallucinogens; Cannabis and Derivatives; Volatile Substances; Other Drugs of Abuse; and Literature. Citations are listed alphabetically by author under each heading with complete bibliographical information. The original articles are not available from the clearinghouse, but may be obtained from local university or medical libraries. A listing of current "Conferences and Seminars" follows. DACAS is distributed by the National Clearinghouse for Drug Abuse Information which is operated by the National Institute of Mental Health. (Author/LK)

ED 066 318 SE 014 510

Drug Abuse Current Awareness System (DACAS), Volume 1 Number 3.

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date 31 Jul 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Drug Abuse, Health Education, *Higher Education, *Instruction, Reference Materials, *Secondary Education

The Drug Abuse Current Awareness System (DACAS) is a comprehensive biweekly listing of citations of the recent drug abuse literature derived from scanning the major publications media in the area, including scientific and technical journals, popular magazines, underground newspapers, books, legal journals, and government project reports. The citations are categorized into 21 "Major Subject Areas" as follows: History; Socio-Cultural Aspects; Epidemiology; Law and Public Policy; Etiology; Treatment and Rehabilitation; Psychology and Psychological Effects; Public Information; Drug Education; Community Action; Information Resources; Pharmacology, Chemistry, and Toxicology; Behavior and Physiological Effects; Narcotics; Stimulants; Depressants; Hallucinogens; Cannabis and Derivatives; Volatile Substances; Other Drugs of Abuse; and Literature. Citations are listed alphabetically by author under each heading with complete bibliographical information. The original articles are not available from the clearinghouse, but may be obtained from local university or medical libraries. A listing of current "Conferences and Seminars" follows. DACAS is distributed by the National Clearinghouse for Drug Abuse Information which is operated by the National Institute of Health. (Author/LK)

ED 066 319 SE 014 513

Situation Reports—Afghanistan, Cyprus, Iran, Kenya, Lebanese Republic, Malaysia Republic, Malaysia (West), People's Democratic Republic of Yemen.

International Planned Parenthood Federation, London (England).

Pub Date Aug 72

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in eight foreign countries are presented in these situation reports. Countries included are Afghanistan, Cyprus, Iran, Kenya, Lebanese Republic, Malagasy Republic (Madagascar), Malaysia (West), and People's Democratic Republic of Yemen. Information is provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, training opportunities for individuals, families, and medical personnel, research and evaluation, program plans, government programs, and related supporting organizations. Bibliographic sources are given. (BL)

ED 066 320 SE 014 521

Downing, Paul B., Ed.

Air Pollution and the Social Sciences: Formulating and Implementing Control Programs.

Pub Date 71

Note—271p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$16.50)

Document Not Available from EDRS.
Descriptors—Air Pollution Control, Bibliographies, *Economics, Environmental Influences, *Laws, *Political Science, *Pollution, Research Needs, Research Reviews (Publications), *Social Sciences

The social science literature, dealing with air quality, up to mid-1970 is reviewed and synthesized in five separately authored chapters, one for each of sociology, psychology, political science, law and economics. In addition to suggesting what each discipline can contribute to the solution of the air pollution problem, gaps in the literature are identified, and needed research recommended. The authors' perspective is that technological limitations of control devices are not the limiting factors to providing clean air: social, political, legal and economic factors may be preventing a current solution. An introductory chapter defines the central issues of interest to social scientists, and a concluding chapter based upon the reviews and technical and health data presents a model for policy analysis. The model is diagrammatically presented as a policy trade-off analysis flow chart. An 80 page bibliography lists books and journal articles arranged according to broad subject areas. (AL)

ED 066 321 SE 014 524

Redmond, John C., Ed. And Others

Clearing the Air: The Impact of the Clean Air Act on Technology.

Institute of Electrical and Electronics Engineers, Inc., New York, N.Y.

Pub Date 71

Note—159p.

Available from—John Wiley & Sons, Inc., One Wiley Drive, Somerset, New Jersey 08873 (\$8.95)

Document Not Available from EDRS.

Descriptors—Air Pollution Control, Environment, Environmental Influences, *Federal Legislation, Laws, Quality Control, *Relationship, *Technology

This compendium has been prepared to summarize the notable aspects of the U. S. Clear Air Amendments of 1970 for members of the Institute of Electrical and Electronics Engineers and others. The work is not a complete explanation of the law and all of its ramifications; it is, rather, an expedient means to gain rapid insight into the more significant portions of the legislation and its impact on technology, and in particular on the field of electrical and electronics engineering. Introductory material gives a history of previous air pollution laws up to the 1970 law while the major portion of the volume is a series of reprinted articles on air pollution. Articles examine, describe, and/or detail the general nature of air pollution, effects on the public health, relationship to the generation of electric power, the depletion of oxygen in the atmosphere, present and proposed instruments and techniques needed

for detection and analysis, sources of pollution from automobiles, business and technical points of view, excerpts from the President's 1971 environmental program, political forces affecting federal air pollution legislation, preparation of state implementation plans, and national primary and secondary ambient air quality standards. (BL)

ED 066 322 SE 014 525

Strauss, Werner, Ed.

Air Pollution Control, Part I.

Pub Date 71

Note—451p.

Available from—John Wiley & Sons, Inc., New York (\$19.95)

Document Not Available from EDRS.

Descriptors—Air Pollution Control, *Chemical Reactions, *Engineering, Environment, Pollution, Reports, Sciences, *Scientific Research, Technology

Authoritative reviews in seven areas of current importance in air pollution control are supplied in this volume, the first of a two-part set. Titles contained in this book are: "Dispersion of Pollutants Emitted into the Atmosphere," "The Formation and Control of Oxides of Nitrogen in Air Pollution," "The Control of Sulfur Emissions from Combustion Processes," "Motor Vehicle Emission Control," "Electrostatic Precipitation," "Collection of Particles by Fiber Filters," and "Condensation Effects in Scrubbers." It is the aim of each article to completely cover theory, experimentation, and practice in the field discussed. Illustrative and numerical examples are included wherever possible, and there are comprehensive author and subject indexes. The volume is primarily a reference source for those considering various aspects of the subject area, and for those wishing to acquaint themselves with the technicalities of air pollution control. (BL)

ED 066 323 SE 014 531

Annual Book of ASTM Standards, Part 23:

Water; Atmospheric Analysis.

American Society for Testing and Materials, Philadelphia, Pa.

Pub Date 71

Note—936p.

Available from—American Society for Testing and Materials, 1916 Race St., Philadelphia, Pa. 19103 (\$31.00)

Document Not Available from EDRS.

Descriptors—Content Analysis, Measurement Instruments, Measurement Techniques, Physical Sciences, Reference Materials, *Standards, *Testing, *Thermal Environment, *Water Resources

Standards for water and atmospheric analysis are compiled in this segment, Part 23, of the American Society for Testing and Materials (ASTM) annual book of standards. It contains all current formally approved ASTM standard and tentative test methods, definitions, recommended practices, proposed methods, classifications, and specifications. One hundred forty standards are cited together with related material: excerpts from the Metric Practice Guide, an introduction to laboratory practices, abbreviated test methods for analysis of water in the evaporative industry, and a subject index. Charts, diagrams, pictures, and statistical data are given where necessary. This volume is one of 33 parts which comprise the "1971 Annual Book of ASTM Standards." (BL)

ED 066 324 SE 014 534

Bell, John M. Brenchley, David L.

Environmental Engineering Teaching Reference

Community.

Pub Date 71

Note—195p.

Available from—Purdue University, School of Civil Engineering, Lafayette, Indiana 47901 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Community Study, *Engineering, *Environmental Influences, Instructional Materials, *Models, Problem Solving, Relevance (Education), Simulation

Dawson, Fairfax County/U.S.A. is a hypothetical community developed by the authors as a teaching aid for undergraduate and graduate courses in environmental engineering, providing a context for problem solving and role playing. It was contrived to provide students opportunities to: (1) identify important community relation-

ships, (2) appreciate the needs and problems of others, (3) observe their role as a future professional, (4) know where to find needed data for problem solving, (5) realize the complexity of a community environment, and (6) select reasonable solutions to environmental problems. The environmental problems encountered involve social, political, economic, and technical aspects; specifically those dealing with government, law enforcement, health protection, socio-economic and ethnic statistics, welfare, planning, zoning, building, housing, fire protection, civil defense, civic-business-religious organizations, education, recreation, public works, utilities, transportation, commerce, industry, climate, geography, wastewater treatment plants, incinerators, and selected industries causing waste pollution. Numerous charts/diagrams, maps, and statistical data enhance the narrative material which students will find relevant and in need of immediate application. (BL)

ED 066 325 SE 014 537

Environmental Education [30 Instructional Mini-units for K-6].

Minnesota State Dept. of Education, St. Paul.

Pub Date 72

Note—670p.; Approximate Count

Available from—Minnesota Department of Administration, Documents Section, Room 140 Centennial Bldg., St. Paul, Minnesota 55155 (\$99.00 Complete Set)

Document Not Available from EDRS.

Descriptors—*Elementary Grades, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Teaching Guides, *Units of Study (Subject Fields)

These 30 self-contained instructional units, for K-6, are structured to promote learning exercises outside the classroom; from the playground, local factory, or city hall to pond, farm, or woodland, places where students may touch the pulse of community life. Attractively packaged in plastic folders, each "mini-unit" provides a teacher's guide with topical information, possible behavioral outcomes, activity ideas, and evaluation opportunities and techniques. Transparencies and master copies of diagrams and data sheets are included to produce additional copies for student use. Unit titles are: Fingerprinting Trees and Bushes; Classroom Pets; Needs and Requirements for Keeping People Alive; A Collection of Natural Colors; A Collection of Sounds; The World Through Children's Eyes; An Animal to Experiment With; Real Problems of Land Use; Other Social Environments; Needs and Requirements in Many Lands; Discovering Regions and Social Boundaries; Regions of the Community; Traffic Survey; Magnets; Duplicating Nature's Colors; Collecting Rocks and Making Plunks; What Do We Eat; Adopt a Tree or Bush; How Many Ways to Say Litter; Tree Litter to Sow Bug Litter; Insulation; Air Movement; Cold Spots, Cold Spots; Using Electricity; Fire Building; Rotting Log; Meal in Your Pocket; Fire and Values; Collecting Bugs—Lots of Litter; Wastebasket Archeology; and Bibliography. (BL)

ED 066 326 SE 014 538

Mercer, Thomas T., Ed. And Others

Assessment of Airborne Particles. Fundamentals, Applications, and Implications to Inhalation Toxicity.

Pub Date 72

Note—540p.

Available from—Charles C. Thomas, Publisher, 301-327 E. Lawrence Ave., Springfield, Illinois 62703 (\$32.75)

Document Not Available from EDRS.

Descriptors—*Air Flow, *Biological Influences, Conference Reports, *Environmental Influences, *Evaluation, Fundamental Concepts, Health, *Matter, Measurement Identifiers—Air Pollution

Concern over chemical and radioactive particulate matter in industry and over rapidly increasing air pollution has stimulated research both on the properties of airborne particles and methods for assessing them and on their biological effects following inhalation. The Third Rochester International Conference on Environmental Toxicity was, therefore, designed to bring together the latest information in this field, to stimulate additional research on the relationship between aerosol properties and toxicity, and to provide information for more efficient planning of future

research. Thirty-four scientists contributed to the conference proceedings through sessions on: (1) aerosol fundamentals, (2) aerosol production and measurement, (3) size analysis and shape factors, (4) disposition of inhaled aerosols, and (5) assessment of hazardous aerosols. Each presentation includes an abstract of the information, the full report, statistical and diagrammatic data, bibliographic references, and resulting discussion. Subject-author indexes are compiled. (BL)

ED 066 327 SE 014 539

Audiovisual Materials for Environmental Education.

Minnesota State Dept. of Education, St. Paul. Div. of Instruction.

Pub Date Feb 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Bibliographies, *Environmental Education, *Health Education, Instructional Materials, Natural Resources, Pollution, Population Education, Reference Materials

This list of audiovisual materials for environmental education was prepared by the State of Minnesota, Department of Education, Division of Instruction, to accompany the pilot curriculum in environmental education. The majority of the materials listed are available from the University of Minnesota, or from state or federal agencies. The bibliography is arranged by primary, intermediate and junior-senior high school levels. The last section is subdivided into five parts: Man and Natural Resources, Population Explosions, Problems of the Cities, Pollution, and Relationship of Man to Communities. Films are listed alphabetically by title under each heading and accompanied by information regarding order number, film length, black and white or color, producer, a brief summary of content, age group, and rental price. A list of audiovisual rental sources and company addresses follows. (LK)

ED 066 328 SE 014 543

Environment Information ACCESS, Volume 2 Numbers 15 and 16.

Environment Information Center, New York, N.Y.

Pub Date 15 Aug 72

Note—76p.

Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locators), Information Dissemination, *Information Science, Periodicals, *Pollution, *Reference Materials

"Access" is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather, modification and geophysical change, and wildlife. Special emphasis in this issue is on papers, proceedings, and comments from the U.N. Conference on the Human Environment. Additional sections deal with significant environmental entries from the Federal Register, current environment-related conferences, and subject, industry, and author indexes. (BL)

ED 066 329 SE 014 560

Budowski, Gerardo

Environmental Conservation for Development and the Relevant Role of Education.

International Union for Conservation of Nature and Natural Resources, Morges, (Switzerland).

Pub Date 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developing Nations, *Economic Development, *Environmental Education, Higher Education, *Land Use, *Natural Resources, Speeches, Wildlife Management

Identifiers—International Union for the Conservation of Nature

Environmental education must be shaped to generate universal involvement in environmental aspects of life, in all political systems. It is absurd for political systems to attempt to adapt ecological factors to fit the underlying political assumptions; political philosophy must become consistent with ecological truths. In the developing nations it is most important to rapidly introduce environmental education for higher education students, who will be most able to influence policy. This higher education should enable students to see that economic development and ecological conservation practices are not incompatible. For example, marginal lands, which tend to be unsuccessfully converted to agricultural uses, can contribute to a nation's economic development more effectively when alternative uses are planned for the land. National Parks and Game Reserves in some poor tropical nations have demonstrated that these areas, if conserved and managed in the light of ecological principles, can generate much more income than if they were converted to food production and their long-term usefulness destroyed. (A speech by the Director General of the International Union for Conservation of Nature and Natural Resources—IUCN). (AL)

ED 066 330 SE 014 564

Scales, John W., Ed.

Air Quality Instrumentation, Volume 1.

Instrument Society of America, Pittsburgh, Pa.

Pub Date 72

Note—192p.

Available from—Instrument Society of America, 400 Stanwix Street, Pittsburgh, Pennsylvania 15222 (\$11.00)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Componential Analysis, Environment, Environmental Influences, *Measurement Techniques, *Physical Sciences, Pollution, Scientific Research

To insure a wide dissemination of information describing advances in measurement and control techniques, the Instrument Society of America (ISA) has published this monograph of selected papers from recent ISA symposia dealing with air pollution. Papers range from a discussion of some relatively new applications of proven techniques to discussions of stack monitoring, calibration sources, and meteorological effects. Titles include: The Key Role of Instrumentation in Pollution Control, Pollution Control—A Corporate Dilemma, Where Air Pollution Control Stands as an Industry, Current Trends in Continuous Air Pollution Monitoring Systems, Ambient Air Programs—An Inaccurate Measurement, Air Pollution Testing in the Metals Industry, Air Conservation Van, Measurement of Air Pollutant Penetration into Building Interiors, Automated Gas Chromatographic Analysis of Sulfur Pollutants, A Gas Chromatographic Method for Automatic Monitoring of Pollutants in Ambient Air, Multi-Parameter Air Quality Analyzer, Hydrocarbon Analysis in Auto Exhaust by Various Instrumental Methods, A Stable Ozone Source Applicable as a Secondary Standard for Calibration of Atmospheric Monitors, A Calibration System for Trace Analysis, Monitoring Stationary Source Emissions for Air Pollutants with Photometric Analyzer Systems, and Analysis of Selected Elements in Atmospheric Particulate Matter by Atomic Absorption. (BL)

ED 066 331 SE 014 565

Keller, Mark, Ed.

Quarterly Journal of Studies on Alcohol, Volume 33 Number 3, Part A, Originals.

Pub Date Sep 72

Note—190p.

Available from—Quarterly Journal of Studies on Alcohol, Rutgers University, New Brunswick, New Jersey 08903 (\$15.00 Subscription, \$4.50 single copy)

Journal Cit—Quarterly Journal of Studies on Alcohol; v33 n3, Part A, September 72

Document Not Available from EDRS.

Descriptors—*Alcoholism, *Behavioral Sciences, Health Education, Literature, Periodicals, *Publications, Reference Materials, *Research

Reports of current research related to alcohol problems and allied subjects are contained in this quarterly journal. Subject areas cover physiology-biochemistry, metabolism of alcohol, determination of alcohol, psychology, psychiatry, treatment of alcoholism, intoxication and its treatment, medical complications in alcoholism, social aspects, epidemiology and statistics, education and propaganda, legal aspects, alcohol and safety, alcoholic beverages, and nonethyl alcohols. A section on notes and comments includes abstracts of research reports drawn from the "Quarterly Journal of Studies on Alcohol, Part B, Documentation". The last section provides a brief description of current events relative to the problems of alcoholism. (LK)

ED 066 332 SE 014 566

Keller, Mark, Ed.

Quarterly Journal of Studies on Alcohol, Volume 33 Number 3, Part B, Documentation.

Pub Date Sep 72

Note—120p.

Available from—Quarterly Journal of Studies on Alcohol, Rutgers University, New Brunswick, New Jersey 08903 (\$15.00 Subscription, \$4.50 single copy)

Journal Cit—Quarterly Journal of Studies on Alcohol; v33 n3, Part B, September 72

Document Not Available from EDRS.

Descriptors—*Abstracts, *Alcoholism, *Behavioral Sciences, *Bibliographic Citations, Health Education, Indexes (Locators), Literature, Periodicals, Reference Materials, Research

Abstracts of current research related to alcohol problems and allied subjects are contained in this quarterly journal. Subject areas cover physiology-biochemistry, metabolism of alcohol, determination of alcohol, psychology, psychiatry, treatment of alcoholism, intoxication and its treatment, medical complications in alcoholism, social aspects, epidemiology and statistics, education and propaganda, legal aspects, alcohol and safety, alcoholic beverages, medicinal use of alcohol, and miscellaneous. (LK)

ED 066 333 SE 014 573

Effective Technology for Recycling Metal.

Proceedings of Two Special Workshops.

National Association of Secondary Material Industries, Inc., New York, N. Y.

Pub Date 71

Note—127p.

Available from—NASMI Publications, 330 Madison Avenue, New York, New York 10017 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Conference Reports, Equipment, Metal Industry, *Metallurgy, Metals, Natural Resources, *Recycling, *Technology, Waste Disposal

The National Association of Secondary Material Industries (NASMI) and the Bureau of Mines have cooperated to sponsor two technically-oriented workshops related to the role of metals recycling and air pollution control technology. The proceedings of these workshops, "Effective Technology and Research for Scrap Metal Recycling" and "Air Pollution Control Technology," are presented in this document. Part I is devoted to eighteen formal presentations on both current techniques and problems in recycling nonferrous metals. The workshop served to establish a new liaison between industry and government, one directed at a consumer objective: to maximize the opportunities for metallic solid waste utilization through economically reusable and technically feasible recycling. Four informal sessions on aluminum, precious metals, copper, and lead zinc are also summarized. Part II covers the air pollution workshop, specifically directed to representatives of the secondary metals industry. Presentations by major manufacturers of air pollution control equipment and well-known engineering consultants on air pollution problems are given, followed by questions and answers for each session. (BL)

ED 066 334 SE 014 574

Roose, John B. Cobb, Gary D.

Summary Analysis [United States Water Resources Council].

Water Resources Council, Washington, D. C.

Pub Date Jul 72

Note—338p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Administrative Principles, *Content Analysis, *Environment, Federal Government, Land Use, Planning, *Program Proposals, *Public Opinion, Standards, *Summative Evaluation, Water Resources

This report contains a summary and analysis of public response to the Water Resources Council proposed principles and standards and its accompanying draft environmental impact statement for planning the use of water and related land resources as well as planning and evaluating water and related land resources programs and projects. Both written and oral statements (4,782) received in public review from interested citizens, persons speaking on behalf of organizations, and elected officials are compiled in the summary/analysis. Part I records quoted and summarized excerpts from the public record as well as general responses. Part II provides an analysis of public comment on issues identified in the public record. Generally the issues fall into the following major areas: (1) Implementation of the Principles and Standards, (2) Objectives, (3) Criteria for plan formulation and evaluation, (4) Program coverage and coordination, (5) Output and beneficiaries, (6) Cost sharing and allocation, and (7) Environmental statement. The treatment of each issue consists of a statement of the issue as proposed in the Principles and Standards, the frequency distribution of the views and comments on various sides of an issue, and a summary of the comments on one or both sides. Principles and Standards appeared in the Federal Register, December 21, 1971, Volume 36, Part II (ED 058 070). (BL)

ED 066 335 SE 014 577
Training Procedure to Evaluate Visible Emissions.
West Virginia Air Pollution Control Commission,
Charleston.

Report No.—TP-1

Pub Date Jul 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Pollution Control, Environmental Technicians, *Guides, Instructional Materials, *Simulators, Teaching Procedures, *Training Techniques

Described in this pamphlet is a procedure used by the West Virginia Air Pollution Control Commission to train personnel in evaluating visible emissions. For this purpose a "Smoke Observer's Training Unit" has been designed, a machine capable of generating both gray/black plumes for training in the use of Ringelmann readings and white plumes for training to "read" the densities of plumes other than gray/black. Procedures for using the equipment are explained together with how the training should be conducted regarding reading techniques and actual reading practice. Forms for recording visual readings of both kinds of plumes as used in the training process are included. Also stated are certification requirements. (BL)

ED 066 336 SE 014 583

Environmental Education Curricular Materials.

Minnesota State Dept. of Education, St. Paul.

Pub Date 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Curriculum Guides, *Environmental Education, Health Education, Indexes (Locators), *Instructional Materials, Reference Materials

This annotated directory of environmental education curricular materials for elementary school teachers and librarians is written to accompany three previous bibliographies published by the Department of Education (Minnesota): "Audio-Visual Materials for Environmental Education," February, 1971; "Selected Bibliography for Environmental Education," April, 1970; and "Selected Resources for Environmental Education," Winter, 1972. Contents include an alphabetical listing by source according to grades kindergarten through third and fourth through sixth (and up) and are organized according to the following subject headings: Games; Posters, Maps, Charts; Multimedia Kits; Films, Filmstrips; Teacher's Guides, Resource Materials; Pamphlets, Booklets; and Individual Curriculum Units. The last section contains a list of sources and publishers. (LK)

ED 066 337 SE 014 584
Selected Resources for Environmental Education 1969-1971.

Minnesota State Dept. of Education, St. Paul.

Pub Date 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Books, Conservation Education, *Environmental Education, Health Education, Indexes (Locators), Natural Resources, Periodicals, *Reference Materials

This is a listing of selected resources for environmental education for all grade levels. Complete bibliographical information is given, including price, grade level, and a one-sentence description of the entry. Entries are organized according to the following subject headings: Children's Books, Books for Young Adults and Periodicals. The last section on Other Information Sources includes Bibliographies, Pamphlets and Organizations. (LK)

ED 066 338 SE 014 585
Smog and Your Automobile. [Teacher's Manual, Filmstrip, Record].

California State Dept. of Public Health, Berkeley.

Pub Date 71

Note—24p.

Available from—California Air Resources Board, Sacramento, California

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Audiovisual Aids, *Driver Education, Environmental Education, Filmstrips, Instructional Materials, *Motor Vehicles, Phonograph Records, *Secondary Grades, Teaching Guides

A filmstrip, 33 1/3 RPM record, and teacher's manual are combined in this set to be used in driver education classes at the senior high school level. Their main purpose is to inform future drivers how they can minimize pollution from their automobiles through proper car maintenance and good driving habits. Content of the manual is divided into sections, each of which corresponds to several frames in the filmstrip. Statements at the beginning of each section indicate whether or not students should be expected to remember specific information, and if so, what questions they should be able to answer after seeing this portion of the filmstrip. In addition, technical background information is presented for more extensive study and discussion. Answers to the questions are supplied at the end of the manual. (BL)

ED 066 339 SE 014 746

Environmental Research, A Status Report.

American Petroleum Inst., Washington, D. C.

Committee for Air and Water Conservation.

Pub Date Jan 72

Note—146p.

Available from—Committee for Air and Water Conservation, American Petroleum Institute, 1801 "K" Street, N.W., Washington, D.C. 20006

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Air Pollution Control, Environmental Influences, *Environmental Research, Fuels, Natural Resources, *Petroleum Industry, *Projects, *Quality Control, *Reports, Waste Disposal, Water Pollution Control

Summarized in this report are all environmental research projects sponsored by the American Petroleum Institute (API). Included are: (1) status reports on all current projects, (2) published reports on completed projects, together with abstracts of findings, and (3) an organization chart of the Committee for Air and Water Conservation and its various subcommittees, with listings of committee memberships. Committees reporting on current projects are: Health and Biological Research, Engineering and Technical Research, Air Pollution Research Advisory, Wildlife Conservation Liaison, and Division of Refining. Each of the 82 accounts outlines the project name and number, objectives, contractor, and status. Following this abstracts of 79 completed projects, with the name and number of their published report, are compiled. Miscellaneous API environmental reports, medical research reports, and air quality monograph series are also listed and annotated. (BL)

ED 066 340 SE 014 750

Chacko, George K., Ed.

Systems Approach to Environmental Pollution.

Operations Research Society of America, Arlington, Va.

Pub Date 72

Note—419p.; Proceedings of the Symposium on Environmental Pollution of the ORSA at the 137th Annual Meeting of the American Assoc. for the Advancement of Science

Available from—ORSA Health Applications Section, 5733 North 27th Street, Arlington, Virginia 22207

Document Not Available from EDRS

Descriptors—*Air Pollution Control, Conference Reports, Environment, Management Systems, *Operations Research, Pollution, Problem Solving, *Systems Approach, *Wastes, *Water Pollution Control

The objective of a two-day Symposium on Systems Approach to Environmental Pollution of the Operations Research Society of America at the 137th Annual Meeting of the American Association for the Advancement of Science, December 27-28, 1970 in Chicago, Illinois, was not to raise the litany of a systems approach as the answer to all environmental problems. Instead, the emphasis was upon what it can and cannot do for specific aspects of the problem of environmental pollution. Symposium presentations and exchanges are furnished in these conference proceedings in a manner retaining as much original dialog as possible, with no effort to endorse or advocate a unified position or consensus. Four primary sessions were held: three on water, air, and solid wastes pollution, and one on systems approach to pollution as a whole. Featured within the text are: a review of analytical models applicable to pollution, New York City's experience with pollution control, a discussion of micro and macro aspects of pollution, emphasis upon the operational problems of pollution control, and a perspective of the large issues of pollution. (BL)

ED 066 341 SE 014 760

Environment Information ACCESS, Volume 2

Number 17.

Environment Information Center, New York, N.Y.

Pub Date 1 Sep 72

Note—72p.

Available from—Environment Information Center, 124 East 39th Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locators), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

ACCESS is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the ACCESS system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather, modification and geophysical change, and wildlife. Additional sections deal with significant environmental entries from the Federal Register; current environment-related conferences; and subject, industry, and author indexes. (BL)

ED 066 342 SE 014 776

Pollution Control Companies U.S.A., 1972.

Pub Date 72

Note—240p.

Available from—Noyes Data Corporation, Noyes Building, Park Ridge, New Jersey 07656 (\$24.00)

Document Not Available from EDRS.

Descriptors—*Directories, Environment, *Industry, Manufacturing, *Pollution, *Quality Control, Reference Materials, Services, Supplies

This book is intended to serve as a useful guide and directory to the present industries embracing the field of environmental control, with emphasis

on the prevention and abatement of pollution in its broadest aspects. The volume is divided into two sections: the first section is an alphabetical listing of approximately 1,500 companies or company units (divisions, subsidiaries, etc.) which manufacture or supply products useful in the areas of air, water, noise, and radiation pollution control and waste management, or which supply such special services in this field as sewer pipe cleaning or deep well disposal of industrial wastes. The address and telephone number of each company is listed together with a brief description of the company's pollution control products or services. Whenever available, pertinent, concise information is given regarding the company's annual sales, number of employees, and the names of its chief executives, particularly those involved in pollution control efforts. The second section of the book lists more than 500 companies and company units which provide such professional services as consulting, design, engineering, and analyses of air or water pollutants. Information similar to that in the first section is given. (BL)

ED 066 343 SE 014 778
Status Report [Air Pollution Research Advisory Committee of the Coordinating Research Council].

Coordinating Research Council, New York, N. Y.
Air Pollution Research Advisory Committee.
Pub Date Jan 72
Note—119p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Air Pollution Control, Behavior, Engineering Technology, *Environmental Influences, Health, *Motor Vehicles, Petroleum Industry, Pollution, *Reports, *Research Projects

Research projects sponsored by the Coordinating Research Council, Air Pollution Research Advisory Committee, and dealing with vehicle emissions and their wide ranging effects on the environment are compiled in this status report. Spanning the range of problems associated with reducing emissions, they are divided into three main areas of research: (1) engineering projects that explore the interaction between the petroleum products and the automotive equipment in which they are used, (2) atmospheric projects that investigate pollutant behavior in the atmosphere, and (3) medical projects that study the effects of emissions on health. As a result of these projects, increased data are available which will be useful in the planning and development of effective emission control technology and provide assistance to government agencies in the promulgation of realistic air quality criteria and emission control requirements. Presented in the review are both a resume and a detailed account of 41 projects currently underway, enumerating project name and number, objectives, and current status. In addition, the Coordinating Research Council and its air pollution research program are described, together with membership lists, a progress chart of projects for 1971, and an anticipated schedule of progress during 1972. (BL)

ED 066 344 SE 014 779
Library Bulletin [International Planned Parenthood Federation], July 1972.
International Planned Parenthood Federation, London (England).
Pub Date Jul 72
Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Books, Demography, *Family Planning, Indexes (Locators), *Library Collections, *Population Trends, Publications, *Reference Materials

This quarterly accessions list of books received and catalogued in the library of the International Planned Parenthood Federation (IPPF) Central Office in London is concerned mainly with such subject areas as family life and sex education, child care and health, demography, and education. Books only are included and are arranged in classified order according to the IPPF classification scheme in use at the Central Office Library. The Bulletin is divided into sections by subject headings as a rough guide to the contents of the books noted. Complete bibliographical information, including the publisher's list price, is given, and an alphabetical list of authors appears at the end, with classification marks used as cross references. An alphabetical list of relevant publishers and their addresses also follows. (LK)

ED 066 345 SE 014 796
Product Guide/1972 [Air Pollution Control Association].

Air Pollution Control Association, Pittsburgh, Pa.
Pub Date Dec 71
Note—16p.; Reprint

Journal Cit—Journal of the Air Pollution Control Association; Dec 71

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Pollution Control, *Directories, *Equipment, *Instrumentation, *Manufacturing Industry, Merchandise Information

Reprinted in this pamphlet is the fifth annual directory of air pollution control products as compiled in the "Journal of the Air Pollution Control Association" for December, 1971. The 16-page guide lists manufacturers of emission control equipment and air pollution instrumentation under product classifications as derived from McGraw-Hill's "Air Pollution Handbook", chapters 10, 11, and 13. Product classes for emission control equipment are inertial separators, scrubbers and washers, fabric and fiber collectors, and other control techniques and apparatus, together with numerous sub-classes within each category. Air pollution instrumentation topics and sub-topics include samplers and collectors, analytical equipment, and miscellaneous instrumentation. The final portion of the guide contains an alphabetical listing of manufacturers and their addresses. (BL)

SO

ED 066 346 SO 001 390
Practical Political Action, A Guide for Citizens.

Tufts Univ., Medford, Mass. Lincoln Filene Center for Citizenship and Public Affairs.

Pub Date 70

Note—209p.

Available from—Houghton Mifflin Publishing Company, 53 West 43rd, New York, New York 10036 (Paper, \$1.65; Cloth, \$3.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*American Government (Course), Case Studies, *Civics, Elections, Political Influences, Political Power, Political Science, *Politics, *Public Affairs Education, Secondary Grades, Social Studies, Textbooks, Voting

"Practical Political Action", intended for secondary grade students and adapted directly from the nonpartisan "Action Course in Practical Politics" prepared and published by the Chamber of Commerce of the United States, is designed to assist students in understanding and participating in the political life of our nation by examining action at the grass-roots level. Emphasis is upon familiarizing students with the many ways they can actively participate in support of candidates before they reach the voting age. Six chapters are presented containing case studies and discussion questions. Political parties are examined, defined, and compared. Precinct organization and the role of the precinct leader are described. The purposes, organization, committee functions, and financing of political activity during the campaign period are analyzed. Origins, functions, and types of political clubs are examined, noting that such participation is especially suitable for beginners. Problems that confront political leaders are identified. Types of political meetings and methods of planning and conducting them successfully are discussed. (SJM)

ED 066 347 SO 001 626
Olson, Theodore W. Shivers, Lynne

Training for Nonviolent Action.

Friends Peace and International Relations Committee, London (England); War Resisters' International, London (England).
Pub Date 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *Community Change, Resource Guides, *Social Action, *Social Change, *Training, Training Techniques

Identifiers—*Nonviolence

The theory and practice of nonviolent action training as it exists to date are reviewed in this pamphlet. A response to a renewal of interest in alternative forms of social action, the pamphlet results specifically from an international seminar of experienced organizers and trainers held at Preston Patrick, Westmorland, England, June 27 - July 2, 1970. Its purpose is to present practical

guidance in training for nonviolent direct action. One of the first chapters discusses kinds of training—skills training, theoretical training, crisis training, and training in competence, confidence, and organization. Various methods of training—roleplaying, situation analysis, strategy game, street-speaking, guerrilla theatre, and discussion analysis—are discussed in one of the chapters. Guidelines and frameworks for organizing training are the focus of other sections and, finally, the means for evaluating training are covered. A short bibliography concludes the publication. (Author/JLB)

ED 066 348 SO 001 667
Russia/USSR. A Cultural Area Teacher's Manual, 1969.

Illinois Univ., Urbana. Social Science Curriculum Study Center.

Bureau No—BR-5-0383

Pub Date 69

Note—360p.

Available from—Dr. Ella Leppert, Social Science Curriculum Study Center, University of Illinois, 1212 West Springfield, Urbana, Illinois 61801 (Price being revised)

Document Not Available from EDRS.

Descriptors—Activity Units, Annotated Bibliographies, *Area Studies, Concept Teaching, *Cross Cultural Studies, *Cultural Awareness, Cultural Factors, History, Human Geography, Instructional Materials, Non Western Civilization, Physical Geography, Resource Materials, Secondary Grades, Sequential Programs, *Social Studies Units, Supplementary Reading Materials, Teaching Guides

Identifiers—*Russian Culture, Soviet Union

The last of three indepth studies of cultural areas in today's world that comprise course III and build upon a course described in SO003 517 are provided in this secondary teaching guide on Russia. The purpose is to present data on the people, physical environment, and aspects of social, economic, and political life in the hope that students will understand the characteristics and value structure in Russia, thereby preparing them with skills to analyze other countries cross culturally. Revolution and continuity are two concepts that are emphasized in a thematic approach, since both conditions have contributed heavily to political, economic, and cultural changes. Seven sections offer materials rich in history which describe Russia's physical environment; the people; the changing population; cities of the past; cities of today; revolution — economic development and cultural change; and Russia's search for new values. Annotated book, slide, and film bibliographies; classroom activities; and student readings are provided. Related documents are ED 048 062, SO 003 169 through SO 003 175, SO 003 515 through SO 003 517. (SJM)

ED 066 349 SO 001 749
Jennings, M. Kent

Political Learning in the Schools: An Overview and a Special View.

Spons Agency—Danforth Foundation, St. Louis, Mo.; National Science Foundation, Washington, D.C.

Pub Date [71]

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Government (Course), *Civics, Curriculum Research, Literature Reviews, *Political Attitudes, *Political Socialization, Secondary Education, *Seniors, *Social Studies

Major conceptual concerns guiding contemporary political socialization research with children and adolescents are: content of value orientations; nature of the political learning process; sources or agents from which the young acquire their orientations; the acquisition of political and non-political values/skills; impingement of non-political personal characteristics on the development of social and political value orientations; temporal qualities of life cycle and generational variations; spatial qualities of cross-nation and intra-national variations; and implications of value formation and development for the political system. In their desire to comprehend the modal, functional patterns of political behavior in our society, most investigators have avoided the more pathologic aspects of political socialization. The last half of the paper focuses on high school seniors, their exposure to social studies courses,

and the impact of these courses on their political orientations. The author concludes that until such changes in goals, course content, pedagogical methods, timing of exposure, teacher training, and school environmental factors are made, one must continue to expect little contribution from the formal civics curriculum in the political socialization of American pre-adults. (Author/VLW)

ED 066 350 SO 001 941

Project Canada West. The Factors Affecting the Structural Growth of a City.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 71

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community, Community Characteristics, Curriculum Design, Curriculum Development, Curriculum Planning, Elementary Grades, Geographic Regions, Geography, *Interdisciplinary Approach, *Physical Geography, Secondary Grades, *Social Sciences, Urban Areas, Urban Environment, *Urbanization, *Urban Studies

Identifiers—Canada, *Project Canada West

This project examined the development of the physical structure of a city in preparation for the designing of a unit of study on Urbanization for grades five through twelve. The rationale is focused on the effect physical structure has on the processes and functions of urban life. Recognizing the need for a method or process to examine city forms, the study of urban geography in conjunction with other social sciences was utilized. The concepts of urban geography and its relationship to anthropology, sociology, economics, history, political science, social psychology, and geography provide background for the approach to the topic. Concepts of each discipline are listed to present a suggested framework of objectives. General objectives and criteria are briefly recounted, but final selection of concepts are left for the 1971-72 developmental phase of the curriculum. A case study of the city of Saskatoon provides a primary illustrative model for development of curriculum design. Related documents are ED 055 011-020. (JMB)

ED 066 351 SO 001 942

Project Canada West. Interdependence in an Urban Setting.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 71

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cognitive Objectives, Community Relations, Curriculum Design, Curriculum Development, Curriculum Planning, Elementary Grades, Group Relations, *Interdisciplinary Approach, *Intergroup Relations, Relationship, *Social Studies, Urban Culture, Urbanization, *Urban Studies

Identifiers—Canada, Interdependence, *Project Canada West

This project developed a conceptually structured program, emphasizing the interdependence relationship that exists within urban centers and between urban centers of Canada and the world, as a curriculum proposal intended to focus student attention on man's behavior in the increasingly multi-dimensional social system in which he lives. Utilizing developed criteria for the selection of concepts and recognizing the skill requirements for concept teaching, six units were developed, forming a conceptual hierarchy: Concepts of 1) Nuclear Groups, 2) Neighborhood Community, 3) Urban Community, 4) Regional, 5) National, and 6) International Interdependence. Units are intended for ages nine through twelve, are to be taught sequentially, and require 2-3 weeks per unit. Objectives from the cognitive and affective domain, along with intellectual and social skills, are considered in structuring the instrumental content, placing greater emphasis on teaching for cognitive outcomes. Intended learning outcomes are not stated in behavioral terms. Suggested instrumental content, activities, and materials are described in the appendix. "A Conceptual Framework for the Social Studies in Wisconsin Schools." Madison, Wisconsin, December, 1964, provided the team with ideas that helped develop the basic concept of interdependence. Related documents are ED 055 011-020. (JMB)

ED 066 352

SO 001 945

Project Canada West. Small Town Canada: A Study of Life Styles in Transition.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date 71

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community, *Community Characteristics, Community Development, *Curriculum Development, Curriculum Planning, Inquiry Training, Rural Areas, Rural Development, *Rural Urban Differences, Secondary Grades, Social Studies, Student Participation, *Urbanization, *Urban Studies

Identifiers—Canada, *Project Canada West

The team assigned to develop a unit of study on Urbanization chose to examine a small town in Canada as a means of creating better understanding of urban growth, problems, and solutions. The general purpose was to develop in students an increased awareness of their own community by giving them an opportunity to observe, experience and participate in the affairs of a small community. It was submitted that involvement through direct observation and experience enable students not only to discover common problems which now exist in most urban communities, but also to channel their energies into seeking solutions to those problems. Grade 11 students visited Chilliwack (near Vancouver, B.C.) to study its characteristics, population, economic factors, and the general way of life and attitudes of the residents. Four weeks were required for planning, organization, field study, and classroom evaluation. Materials included show the development of the project. Expected materials to be developed are listed: specific, practical suggestions on how to approach a similar study of their small communities; videotapes of the planning, organizational, and actual activities; sample multimedia kits illustrating the type of product possible from such a Project. A main thrust was to develop meaningful aids toward inquiry training. Related documents are: ED 055 011-020. (JMB)

ED 066 353

SO 001 971

Hawkins, Frances Pockman

The Logic of Action: From a Teacher's Notebook.

Colorado Univ., Boulder. Mountain View Center for Environmental Education.

Pub Date 69

Note—142p.

Available from—Mountain View Center for Environmental Education, University of Colorado, 1511 University Avenue, Boulder, Colorado 80302 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Language, *Concept Formation, *Deaf Education, Deaf Interpreting, *Early Childhood Education, Experimental Programs, *Language Instruction, Learning Experience, Play, Teaching Methods

Identifiers—*Fillmore Elementary School

Photographs and anecdotal narratives tell stories of concept and language learning by six deaf four-year-old children. Through the misfortune of deafness it was possible to study some matters of learning and communication which involve only the language of action. The author also makes observations about the principle of choice as it contributes to learning when there is richness in the environment and children are using their innate capacities for choice. The basic purpose of the project was to see if language skills can be developed or improved by concentrating upon the syntactical meaning of words. The approach of the demonstration was to program information and the development of ideas in an effort to have the children understand the function of a word within specific sentence structure. Simple, manipulative materials were provided for the children. Experimenting and exploring by the children gave rise to the concepts, i.e., a clear plastic tube with water from which the concept "bubble" grew. (Author/VLW)

ED 066 354

SO 001 974

Consumer Education: Curriculum Guide for Ohio.

Grades K-12.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 70

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Consumer Economics, *Consumer Education, Economically Disadvantaged, *Economic Education, Educable Mentally Handicapped, Elementary Grades, Secondary Grades, Socially Disadvantaged, *State Curriculum Guides

Units for regular high school and elementary school students are included with consumer education units for educable mentally retarded and socio-economically disadvantaged students. Selected bibliographies accompany each unit. The guide is meant to help the teacher with ideas, not to be a structured sequence to follow. It is designed to examine the consumer's alternatives, both when he is earning money and when he is spending it, with emphasis on responsibilities, motivating forces, and the resultant effect of consumer decisions on the total economy. Each unit has been developed around economic system, income procurement, consumer behavior determinants, consumer alternatives, roles, rights, and responsibilities, and community resources. (Author/VLW)

ED 066 355

SO 002 075

Issues of Our Time.

Pub Date 71

Note—511p.; Activity units presented at National Council for Geographic Education, Annual Convention, 1971

Available from—National Council for Geographic Education, Oregon College of Education, Monmouth, Oregon

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Activity Units, Elementary Education, Geographic Concepts, *Geography, *Geography Instruction, Higher Education, *Instructional Materials, Secondary Education, Teaching Techniques

This volume is a collection of materials used to conduct activities in the sessions of the 1971 Annual Convention of the National Council for Geographic Education. Seventy-nine geography activity units and strategies focus on six topics: 1) The Transportation Maze: Passages and Portals; 2) Economic Development: The Quest for Material Well-Being; 3) Migration: Mayflowers Old and New; 4) Social Conflict and Resolution: The Quest for Identity with Dignity; 5) Environmental Quality: Management of Preferences; and 6) Responsive Government: The Games People Play. The book is divided into elementary, secondary and college sections. While some of the materials are untested, many have been tested and proven successful in the classroom. Some units are complete and others are parts of larger works available through the authors. The table of contents identifies titles and authors by level and topic. An alphabetical author index is also provided. (Author/SJM)

ED 066 356

SO 002 416

Wayland, Sloan R.

Population Study in the Secondary School Curriculum.

Pub Date Nov 65

Note—9p.; Paper presented at the annual meeting, National Council for the Social Studies, November 1965

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, *Curriculum Development, Curriculum Planning, *Population Education, Secondary Grades, *Social Studies, Speeches

Several aspects of the curriculum problem are considered here. The first, Scope of Population Study, attempts to provide a general delimitation of the field by identifying overlapping and related areas of study. A second aspect, Goals of Population Study, identifies three general goals: 1) development of an understanding of the significance of population characteristics as a basic factor in a number of social problems; 2) preparation for decisions as to size of family to be made by students in the future; 3) preparation for consideration of and action toward public policy issues directly related to population concerns. A third consideration, The Curriculum Context of Population Study, discusses the four general strategies for curriculum innovation, and points out which ones are most desirable and feasible. In addition, ways in which population study would complement certain areas of the present social studies curriculum are noted (for example, in area studies, economics, history, community studies, and geography). In the fourth section of the

paper, Resources for population Study, specific instructional resources are briefly noted. Finally, Problems and Issues in Teaching Population points out difficulties which are common to any effort at introducing a new area or expanding an existing one. (Author/JLB)

ED 066 357 SO 002 423

Horsley, Kathryn. And Others

Population Education in the Secondary Schools: A Survey of the Art.

Institute for the Study of Health and Society.

Spons Agency—Population Reference Bureau, Inc., Washington, D.C.

Pub Date 30 Sep 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Changing Attitudes, *Curriculum Development, Diffusion, Instructional Materials, Material Development, Needs, *Population Education, Social Studies, Student Attitudes, Surveys, Teacher Attitudes, Teacher Education

A variety of practical matters about initiating and extending effective population education are dealt with in this paper. In the first section, a summary of teachers' experiences and needs is offered. Teachers who had demonstrated an interest in population studies were contacted to determine what they have done in the classroom, how, with what results, and what kinds of materials/assistance they felt were needed. Responses are statistically indicated and discussed. A survey of school administrators of various levels is discussed in the next section. They were asked: if they considered population growth, its causes and consequences, important for young people to know; if they considered information on population dynamics an important/appropriate element in the curriculum; and whether they would support integration of such units into existing curricula. Over 95% of the responses were affirmative, however numerous qualifications accompanied this support. Other questions dealt with curriculum change processes, willingness to support materials development, and mechanisms for teacher training. The final section of the document deals with recommendations for next steps. These fall into three categories: 1) using existing network of interested persons/institutions; 2) the need for special teacher training; and 3) the need to assess available materials so that the best of these can be made known and available nationwide. (Author/JLB)

ED 066 358 SO 002 445

Lukehurst, Clare T., Ed. Graves, N. J., Ed.

Geography in Education. A Bibliography of British Sources, 1870-1970.

Geographical Association, Sheffield (England).

Pub Date 72

Note—86p.

Available from—Geographical Association, 343 Fulwood Road, Sheffield, S10, England

Document Not Available from EDRS.

Descriptors—Bibliographies, Elementary Education, Geographic Concepts, *Geography, *Geography Instruction, Higher Education, Maps, Physical Geography, Secondary Education, Teaching Methods, World Geography

Fourteen hundred entries of British works on geography in education comprise this bibliography intended for teachers at the elementary, secondary, and college levels, for students, and for research workers in all branches of education. The purpose is to provide a guide to extensive literature that records a century of progress and achievement in the field. The majority of citations are from published journals and books; however, some of the sources quoted are unpublished. Citations are grouped into seven broad categories: the nature and evolution of geography; curriculum, content, and objectives; mental development in relation to geography teaching; teaching methods; teaching geography overseas; geography and international understanding; and testing geography. Nearly half of the bibliography is devoted to methods, including sub-categories on age ranges, field and local geography, the use of maps, textbooks, and the use of other teaching aids. Alphabetically arranged author entries provide complete bibliographic citations. An author index is included. (SJM)

ED 066 359 SO 002 460

Education for Survival: Ecology in Science and Social Studies. Curriculum Guide for Grade V.

North New Jersey Conservation Foundation, Morristown.

Pub Date 72

Note—269p.

Available from—North Jersey Conservation Foundation, 300 Mendham Road, Morristown, New Jersey 07960 (\$5.00)

Document Not Available from EDRS.

Descriptors—Activity Units, Biological Sciences, Concept Teaching, Conservation Education, Curriculum Guides, *Ecology, Elementary Grades, *Environmental Education, Grade 5, Human Geography, *Interdisciplinary Approach, Land Settlement, Land Use, Oceanology, Pollution, *Science Education, *Social Studies, Water Resources

Fifth grade students compare and evaluate their attitudes, values, and concepts regarding the interrelatedness of man, his social, cultural, and bio physical environment, and examine decisions, plans, and actions affecting environmental quality. The purpose of this interdisciplinary curriculum guide is to combine text material with the wealth of resources available in each community in order to reinforce and contribute to environmental literacy. Curriculum is presented in outline form providing for each of the seven units' major concepts and learning activities, vocabulary aids, experiments, discussion questions, and suggested readings. The first half of the book focuses on science education offering units on water, oceanography, and plants. The second half proposes to develop an understanding of how men used the natural resources of this country to supply their needs, and in so doing, created environmental problems. From this historical perspective it is hoped that students will develop an environmental awareness and a sense of responsibility for their own actions. Units are included on colonization, westward expansion, landscape architecture, and selected American Indians. Two plays on environmental issues are included. (Author/SJM)

ED 066 360 SO 002 482

Helburn, Nicholas. Binkley, Joanne L.

18, 19, 20: Will They Vote?

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date 72

Note—54p.; Interpretive Series No. 7

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizen Participation, Civics, Elections, Higher Education, *Political Issues, *Political Science, Public Affairs Education, Resource Guides, Senior High Schools, Social Action, Social Sciences, *Social Studies, Teaching Guides, *Voting

Identifiers—Eighteen Year Old Vote

Content, classroom suggestions, and resources for preparing and motivating new young voters are the focus of this publication. The first section of the paper contains chapters on: universal suffrage (a historical and current view); whether or not public affairs should be entrusted to the people; the role of voting in a representative democracy; the role of political parties; and, practical politics. Each of these topics is followed by some suggestions of strategies and materials to use in dealing with it. The second major portion of the publication is devoted to a generously annotated list of relevant resources—institutions, books, classroom materials, and games. Throughout the paper, there is emphasis on making a relevant and realistic pitch to the new voters. (JLB)

ED 066 361 SO 002 534

Learning to Think Critically.

Harvard Univ., Cambridge, Mass. Social Studies Project; Utah State Board of Education, Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizenship, Conflict Resolution, *Critical Thinking, Decision Making, Decision Making Skills, Instructional Materials, Junior High Schools, *Logical Thinking, Problem Solving, *Social Studies, Teaching Guides, *Thought Processes, Values

Identifiers—*Controversial Issues

Having a twofold purpose, this booklet serves as an instructional guide for teachers and as a text for junior high students. Emphasis is upon students learning to think reflectively about major issues facing a Democratic society and to analyze various claims that they read and hear everyday in the world around them. An objective of the study is to help students understand the complicated task of being an intelligent, alert, and informed citizen. New vocabulary, ideas, and ways of applying the ideas help students learn to use critical thinking skills in clarifying issues. Chapter topics are: Describing the World Around Us; Testable Statements; Proof Process; Value Judgment; and Argumentation. The first three chapters focus upon identifying and naming different kinds of statements according to definitions, specific claims, generalizations, statistics, explanations, hypotheses, and evidence. Chapter four discusses value judgment, decisions, statements of preferences, loaded statements, and dilemmas. The last chapter relates the way in which different kinds of statements are put together in an argument. A glossary and subject index are provided. (SJM)

ED 066 362 SO 002 610

Wise, John H.

Geography in the Secondary Grammar and Comprehensive Schools of England and Wales: A Brief Appraisal.

Pub Date Aug 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Education, *Geography, *Geography Instruction, Human Geography, Map Skills, Physical Geography, Secondary Grades, Social Sciences

This generalized appraisal is based on two studies, one of related literature and of General Certificate of Education examination regulations and papers on geography. The other, an investigation carried out in the schools in 1968, included sending a part one questionnaire to each geography department head and a part two questionnaire to each teacher devoting one-half or more of his teaching to the subject (Appendix A). This investigation shows, in terms of time allocation in curricula, teacher qualifications, facilities available, or any other major indicative factor, that the general position of geography in one kind of school does not differ greatly from that in another. (Appendix B). Four major characteristics of geography in English secondary grammar and comprehensive schools are: 1) geography is an important subject in the curricula; 2) geography teaching is a profession in which teachers are specialists; 3) the nature of secondary school geography is extremely complex and broadly conceived by many geography teachers as cutting across the physical and social sciences; and 4) geography is taught because ignorance of the world is considered inexcusable. The appraisal concludes that geography introduces students to a systematically organized picture of the world. (Author/SJM)

ED 066 363 SO 002 614

Miles, John C.

The Development and Field Testing of a Pilot Program in Environmental Education in the Sedro-Wooley School District. Final Report.

Western Washington State Coll., Bellingham.

Huxley Coll. of Environmental Studies.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-0848

Pub Date Dec 71

Grant—OEG-0-70-5039

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Ecology, Elementary Grades, *Environmental Education, *Inservice Teacher Education, *Pilot Projects, School Community Relationship, Secondary Grades, Social Values, Teacher Seminars

Identifiers—Sedro-Wooley Project

This report covers the first year of the pilot program described in SO 002 228. The basic objective of the project is exploration of the meaning of environmental education at the community level. It aims at a K-12 environmental curriculum that is sequential, integrated, holistic, process-, field-, problem-, and community-oriented, and initiated through in-service teacher education. A year-long teacher training workshop consisted of

five parts: Entry, Environmental Perception, Attitudes and Values, The Educational Environment, and Environmental Education Curriculum. Participating teachers wrote curriculum packages embodying their concepts of environmental education in their respective subject areas. The effect of the training program on teachers was monitored with a pre-post test, also given to a control group, which showed a change in the experimental group's values towards idealism and humanism. Efforts were made to involve the community in the public school aspect of the project. It was concluded that the critical element of district level curriculum revision is teacher training, that specific qualities of the environmental education curriculum can be identified, and that these qualities are difficult to attain because of the present organization of the educational environment. Further work on the problem is recommended. (Author/SJM)

ED 066 364 SO 002 773

Becker, James M.

Teaching International Relations.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Cross Cultural Studies, *Educational Objectives, Elementary Education, Foreign Policy, Foreign Relations, Higher Education, *International Education, Resource Guides, Secondary Education, *Social Studies, *World Affairs, World Problems

Identifiers—*Worldmindedness

The accelerated pace of society suggests that social education be clearly formulated from a conceptual global framework, recognizing the oneness of earth and man's sharing of a common fate, and that the curriculum be designed from a point of view toward improving international understanding. Effective approaches in international relations programs include: 1) a breakdown of sharp distinctions between studies of American and of other societies; 2) an interdisciplinary approach; 3) recognition of the world as an interdependent system while recognizing the respecting cultural diversity; 4) a concern with the earth as a planet and mankind as a species of life. A suggested strategy for developing a world view is to parallel current political and ecological problems in America with similar situations in Asia or Latin America. Appendices include a typology of curriculum objectives for a global approach and one-hundred and five citations of books, journals, and pamphlets dating from 1968 to 1972 topically arranged in an annotated bibliography. (Author/SJM)

ED 066 365 SO 002 935

Mitchell, Roger E.

Oral Traditions of Micronesians as an Index to Culture Change Reflected in Micronesian College Graduates. Final Report.

Wisconsin State Univ., Eau Claire.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-E-162

Pub Date 1 Mar 72

Grant—OEG-5-71-0007-509

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acculturation, Biculturalism, *College Students, Cultural Background, Cultural Differences, *Cultural Factors, *Folk Culture, Interviews, *Oral Communication, Values

Identifiers—*Micronesians

The study on which this final report is based focused on selected Micronesian students at the University of Guam who, after receiving their degrees, will return to their home islands to assume positions requiring them to function as intermediaries between the American and Micronesian approaches of life. Interviews with these students and with less-educated fellow islanders were taped to: 1) ascertain which aspects of the aboriginal belief structure, as preserved in oral tradition, have been most resistant to change; and, 2) an attempt to establish if the students are fairly representative of their traditional belief and value system despite their American-sponsored educations. Some of the findings were: that student belief in, and knowledge of the old

mythological and cosmological constructs was generally low; that belief was high in magic, native medicine, and spirits; and that young and old alike were receptive to attempts at cultural preservations. The report contains a summary of the study, a discussion of study background, a description of methods used in collection of the folktales, analyses of the oral traditions, 16 references, and a bibliography containing over 100 entries. (GC)

ED 066 366 SO 002 991

Brown, Jerry L.

A Plan for an Instructional Unit on Population Dynamics. Final Report.

Indiana Univ., Bloomington. Population Education Project.

Spons Agency—Population Council, New York, N.Y.

Pub Date Nov 71

Note—168p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Design, *Curriculum Development, *Demography, Environmental Education, Grade 12, *Population Education, Population Trends, Secondary Education

Identifiers—*Population Education Project

A grade twelve instructional design unit on population is described in this curriculum plan. The purpose of the unit, approximately six weeks in length, is to provide students with basic knowledge about population dynamics and decision-making, process, and value analysis skills using approaches of social sciences. Emphasis is upon helping the individual to understand the effects of his behavior on himself and others. The plan document presents: background information on the center; procedures for developing instructional materials; the unit purpose and goals, and possible multidisciplinary and future-oriented topics; two assessment instruments (appended) constructed to measure students' population related knowledge and attitudes (the results indicating that although students are concerned they lack basic knowledge about population); instructional objectives; and the matching of objectives with four instructional techniques, cast into an "instructional flow" that can serve as a framework for development of the unit. (SJM)

ED 066 367 SO 003 030

Rivera, Charles R. And Others

The Uses of Force on Spaceship Earth: Revolution and Intervention in the '70's. A Study Guide.

Pub Date 20 Nov 70

Note—25p.

Available from—Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado 80210 (600)

Document Not Available from EDRS.

Descriptors—Case Studies, *Conflict Resolution, *Foreign Relations, Instructional Materials, *International Education, International Law, *Peace, Secondary Grades, Social Studies, *War, World Affairs, World Problems

Identifiers—*Revolution

The relationship between internal revolution and subsequent intervention by a foreign power is examined in this guide book for senior high students. Why nations pursue a policy of military intervention and what other alternatives are available are two major questions investigated. Intervention and non-intervention are both determined policies that require evaluation of a given nation's political, economic, social, and ideological outlook before its commitment to a position. Case studies illustrating the progression of intervention from the 1947 Truman containment policy to more recent times are presented on Greece, Korea, Lebanon, the Dominican Republic, Bolivia, Czechoslovakia, and Biafra. A large number of conflicts are domestic in origin, arise out of specific incidents and disputes, stem from border security apprehension, are not decisively influenced by considerations of power balance, occur more frequently to defend governments, and occur when the international rule book is unclear. These factors suggest that one of the most important means of securing a more peaceful community can be the establishment of effective machinery for the management of crisis situations to limit conflict. (SJM)

ED 066 368 SO 003 048

McDonald, Ronald H.

A Comparison of North American and Latin American Societies and Their Social-Political Pressures: A Preliminary Statement for Instructional Concepts.

Pub Date [69]

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Culture, Bibliographies, Classroom Games, Comparative Analysis, *Cross Cultural Studies, *Material Development, *Political Science, Secondary Grades, Social Studies, *Sociocultural Patterns, *Socioeconomic Influences

Identifiers—*Latin America

In this paper, a comparison of the Latin American and the North American society is presented as a preliminary to future refinement of the concepts into instructional devices for secondary students. Following discussion of the distinctions between the two general societal types (Latin America as organic-centripetal and North America as pluralistic-centrifugal), 17 characteristics illustrating 68 general concepts relating to these societies are charted in terms of: 1) traditional, contemporary, or dominant societal tendencies; and, 2) the pressures promoting conflicts and change. The characteristics—religion, social classes, family structure, education, agrarianism, urbanism, philosophy, ideology, violence, economy, the military, public administration, political parties, representation and voting, and affluence—are then analyzed narratively to provide concrete examples of how the general concepts can explain commonalities among Latin American societies, with special reference to the political consequences of the characteristics. A description of an experimental game replicating a Latin American election and a list of more than 70 selected readings on Latin America are appended. (GC)

ED 066 369 SO 003 070

Parker, Franklin

Educational Strategies for Accelerating Development in Southern Africa.

Pub Date 72

Note—9p.; Keynote address at the conference, "Accelerated Development in South Africa," Braamfontein, South Africa, March, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Education, Continuous Learning, Curriculum Development, *Developing Nations, *Economic Development, *Educational Development, *Educational Needs, Employment, Family Planning, Government Role, Illiteracy, Manpower Needs, Regional Planning, Teacher Education

Identifiers—*Southern Africa

This paper discusses the following major problems related to the educational crisis in southern Africa: 1) maintaining educational quality while providing for rising enrollment; 2) providing for increased enrollment but with relatively less money for education; 3) counteracting the imbalance between the increasing school output and the number of available jobs, and balancing skills levels with labor demands; 4) updating course content and teaching methods to suit today's heterogeneous student population; and 5) correcting the imbalance between too much formal education and the lack of out-of-school training or lifelong education. The paper also provides a discussion of Africa's economic development, an overview of assessments of African education between 1960-65 and an examination of education as a source of economic growth. Emphasizing that strategies for solving educational problems must be related to economic development, the paper presents interrelated educational and developmental strategies in terms of educational objectives, national planning, regional planning, family planning, easing alienation, reducing illiteracy, and use of master teachers. Bibliographical notes are appended. (CG)

ED 066 370 SO 003 072

Yawkey, Thomas D.

Attitudes Toward Black Americans Held by Rural and Urban White Early Childhood Subjects Based Upon Multi-Ethnic Social Studies Materials.

Pub Date Jul 70

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Behavior Change, *Changing Attitudes, *Discriminatory Attitudes (Social), *Educational Research, Elementary Education, *Racial Attitudes, Social Attitudes, Social Studies, Student Attitudes

This study measures the attitudinal change of elementary white students toward Black Americans after reading and participating in teacher directed discussion of social studies multi-ethnic literary materials. In addition to developing the teacher directed reading and discussion approach, the research sought to determine if attitudinal change would occur in both urban and rural schools. One hundred and four whites ages 7 to 7 served as subjects; half of whom were from urban and half from rural schools. Both schools contained experimental and control groups, the experimental one reading texts with equal emphasis on urban and rural settings and participating in classroom discussion about Black feelings, situations, and contributions. "An Attitudinal Questionnaire Concerning Black Americans", the instrument used in the pre-test and post-test, measured the white children's attitudinal change toward the Negro. The basic conclusion drawn from the experiment is that reading and discussion of multi-ethnic social studies materials can influence attitudes toward Black Americans significantly in white urban children, and favorably in rural children, suggesting that racial harmony can be fostered in a classroom. (SJM)

ED 066 371 SO 003 103

Slaughter, Richard A.
System Imperiled: Revised Edition.

Pub Date Apr 71

Note—16p.

Available from—Graduate School of International Studies, Center for Teaching International Relations, University of Denver, Denver, Colorado (250)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Games, Concept Teaching, *Foreign Relations, Instructional Materials, *International Education, Peace, *Political Science, Secondary Grades, *Simulation, War

SYSTEM IMPERILED, a game simulating the basic features of the "balance of power, focuses on the power relationships among states in an international system. Primary activities of the game are the exchange of power units, formation of alliances, and making war and peace. Role-playing is not specifically built into the game, although it may be introduced. Two basic structures of the international system are suggested, but this too may be altered to meet the need of the class. The game is easy to direct and play, and may be run during a single class period. This publication contains the necessary elements for playing the game; a director's (teacher's) guide, copies of participant rules, samples of the forms to be used by participants, and readings entitled "Balance of Power and "Changes in the International System Since 1945." (Author/GC)

ED 066 372 SO 003 128

Speedier Project. Current Innovations in Education: Language Arts, Social Studies, and Teacher Behavior.

Speedier Project, Palmyra, Pa.

Pub Date Jan 69

Note—233p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Elementary Education, *Interdisciplinary Approach, *Language Arts, *Program Guides, Resource Guides, Secondary Education, *Social Studies, *Teacher Behavior Identifiers—*Speedier Project

The program guide for elementary and secondary educators describes new social studies, language arts, and teacher behavior projects and ideas. The purpose is to provide compilation of current innovations in the three areas mentioned above. The four major sections are: 1) Language Arts; 2) Social Studies; 3) Language Arts and Social Studies; and 4) Changing Teacher Behavior. The first three are arranged by grade level, while the last section is arranged by projects, research studies, and interaction analysis relating to teacher behavior. Single discipline and interdisciplinary projects are included. Each section includes lists of special projects and publications. A list of regional educational laboratories completes the resource guide. (SJM)

ED 066 373 SO 003 136

Long, Barbara Ellis

Implications of a Teacher Training Program Developed for a Curriculum in Psychology. Elementary School Level.

Pub Date Jul 71

Note—26p.

Available from—Journal Supplement Abstract Service, American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036 (Manuscript number 177; \$2.00)

Document Not Available from EDRS.

Descriptors—Curriculum Evaluation, Curriculum Research, Developmental Psychology, *Educational Research, Elementary Education, *Experimental Curriculum, Experimental Teaching, *Inservice Programs, *Inservice Teacher Education, *Psychology, Teacher Education

An inservice teacher training program instituted for six teachers for the 1970-1971 school year introduced 185 sixth grade students to a curriculum in psychology based on experiential and inductive models of learning developed by the investigator. Two general hypotheses tested were: 1) that unselected classroom teachers can learn and comfortably use the materials and methods of this curriculum without extensive prior training in psychology; and 2) that children of 11-12 years can learn the content and methods of the field and profit in terms of general psychological comfort, increased motivation and performance in the general school curriculum, and increased self-concept. Findings indicate that teachers managed well in handling the concepts and materials; that their degree of training in psychology was irrelevant; and that they significantly changed in their approach to the classroom as a laboratory for emotional as well as cognitive growth. Teachers and parents described positive changes in terms of factors contained in the second hypothesis. Students demonstrated greater self insight, increased skills at abstract analysis, and enjoyment in the psychology curriculum. (Author/SJM)

ED 066 374 SO 003 144

Viederman, Stephen

Population Education in the United States: A Report to the Commission on Population Growth and the American Future.

Pub Date Oct 71

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Population Education, *Population Growth

Population education is a planned, integrated, and sequential approach to population learning. It is defined as the process by which the student investigates the nature and meaning of population processes and characteristics, the causes of population changes, and the consequences of these for himself, his family, his society, and the world. Its goal is to assist students to conceptualize the relevance of population for themselves, and to assist them thereby to make rational and responsible decisions about population matters. To achieve this, relevant concepts and materials need to be integrated into the curriculum in a systematic way. Population education shares knowledge/skills with several other fields, but has its own logic, structure, and goals. It is concerned with developing understanding as well as exploring values. Conclusion-oriented and open-ended educational programs are contrasted and discussed. Emphasis is placed on value-fair approaches in which a student is viewed as an inquirer. There is no evidence that anything near an adequate population program now exists in American schools. The Office of Education's role in the development of population education is assessed and found wanting. The needs of the field are listed and suggested roles are outlined for governmental and private efforts. (ED 051 055 is the Preliminary Report.) (Author/JLB)

ED 066 375 SO 003 168

Leppert, Ella C. Smith, Rozella B.

European Civilization. Teacher's Manual.

Illinois Univ., Urbana. Social Science Curriculum Study Center.

Bureau No—BR-5-0383

Pub Date 67

Note—460p.

Available from—Dr. Ella Leppert, Social Science Curriculum Study Center, Illinois University, 1212 West Springfield, Urbana, Illinois 61801 (Price Being Revised)

Document Not Available from EDRS.

Descriptors—Concept Teaching, Cultural Awareness, Cultural Factors, *European History, Grade 9, *History Instruction, Human Development, Human Geography, *Humanism, Instructional Materials, *Medieval History, Renaissance Literature, Resource Materials, Secondary Grades, Sequential Programs, *Social Studies Units, Teaching Guides

Identifiers—*Historiography

The instructional materials in this teaching guide for Course II, Unit IV, follow and build upon a previous sequential course described in SO 003 169 offering ninth grade students a study on the development of Western European Civilization. Focus is upon four periods of high development: The High Middle Ages (12th Century), The Renaissance (15th Century), The Age of Absolutism and Enlightenment (17th - 18th Centuries), and The Century of Progress (19th Century). Objectives are for students to gain a sense of human feeling and concern for the men and women of these periods who coped with the universal problems of mankind. Inquiry training is emphasized giving students freedom to inquire into and discuss the whole range of human affairs using a variety of social data to develop increasingly accurate and mature generalizations about the way of life of a given culture in time and place. Expository text reading on the Century in Review, The Major City of the Century, and the Transition (developments between the centuries of high development) with selected primary source readings, statistical data, and audio-visual aids, provide a body of authentic social data on the life of each century. (Author/SJM)

ED 066 376 SO 003 174

Payette, Roland Francis

Development and Analysis of a Cognitive Preference Test in the Social Sciences. Final Report.

Illinois Univ., Urbana. Social Science Curriculum Study Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No—BR-5-0383

Pub Date 67

Contract—OEC-4-10-058

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Affective Objectives, Behavioral Objectives, *Educational Objectives, *Evaluation Techniques, Graduate Students, Junior High School Students, Measurement Instruments, Research Needs, Research Projects, *Social Sciences, *Social Studies, Test Construction

Identifiers—*Cognitive Preference

In order to allow for formulating affective objectives in communicable terms, the Cognitive Preference Test in the Social Sciences was developed. This exploratory device, which reflects cognitive preferences in terms of students' dispositions to respond consistently to either particular or general features of data, uses multiple choice wherein 4 options (each representing a different form of cognitive preference) are provided for each of 40 social science principles. To test the 4 study hypotheses, 2 student groups were used: 1) 8th graders (some 7th graders) from the University of Illinois Social Science Curriculum Study Center (SSCSC) Project who had been taught with project-developed materials requiring inductive strategy; and, 2) master's and doctoral candidates in education who were enrolled in a course on social studies curriculum and methods. Results suggested that the test can identify student differences in cognitive preferences within a particular curriculum context. The report of the study provides a conception of cognitive preferences, a step-by-step account of test construction, empirical analyses of the test in terms of such factors as reliability and validity, recommendations for research, a bibliography, a copy of the test, and a description of the SSCSC Project. (GC)

ED 066 377 SO 003 176

Hogan, Robert

Moral Conduct and Moral Character: A Psychological Perspective. Report 129.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—R-129

Bureau No—BR-6-1610

Pub Date Apr 72
Grant—OEG-2-7-061610-0207
Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Behavior Development, Empathy, Ethical Values, *Ethics, Human Development, *Moral Values, Personality Development, Philosophy, *Socialization, Social Maturity

Identifiers—*Moral Development

This paper deals with two specific issues: the explanation of moral conduct and the structure of moral character. The purpose of the paper is to describe a new psychological perspective on moral conduct, and to discuss some empirical findings which follow from this perspective. Morality is regarded here as a natural phenomenon which considers understanding of moral behavior to be dependent on knowledge of man's biological and psychological nature. The implied assumption is that an evaluative tendency is an integral part of social conduct and, moreover, that moral conduct is social conduct. Definitions are provided for morality, moral behavior, and moral character. Five important aspects of character development that are pertinent to the explanation of moral behavior are: moral knowledge, socialization, empathy, the ethics of conscience vs. the ethics of responsibility, and autonomy. Each of these dimensions is defined in terms of a specific assessment device, and the relationships among the scales are examined. (Author/SJM)

ED 066 378 24 SO 003 184

The Amherst Project. Final Report.

Hampshire Coll., Amherst, Mass.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-1071

Pub Date 69

Grant—OEG-0-9-510158-2310-010

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American History, *Curriculum Development, Formative Evaluation, High School Curriculum, *History Instruction, Inquiry Training, Inservice Teacher Education, Material Development, *Program Descriptions, Projects, Secondary Grades, *Social Studies, *United States History

Identifiers—*Amherst Project

This final report submitted by the Committee on the Study of History at Hampshire College describes the Amherst Project, a research and development project devoted to fostering the newer inquiry approaches in the study of United States history. The project's main focus has been on secondary schools, but has also encompassed junior high and adult levels. In the report, project organization is examined in terms of the role of the Committee, the staff, office facilities, relations with sponsoring colleges (Amherst and Hampshire), and relations with the U. S. Office of Education. Materials development is discussed in terms of the unit approach, materials preparation, and relations with publishers. Also discussed are trial and evaluation of project materials, test development, the inservice workshops, and the Education Development Team Program. Following an overview of results of the Amherst Project are 7 appendices: a list of Committee members, a list of staff names, a list of units prepared by the Committee (1961-71), an analysis of units and unit structure drawn from reports of cooperating teachers, a chart showing project workshops, and a paper on the project workshops in discovery learning. (GC)

ED 066 379 SO 003 187

Cleveland Diocesan Social Science Program. Social Studies Unit in Formation: A Supplement to the Social Science Guidelines.

Catholic Board of Education, Diocese of Cleveland, Ohio.

Pub Date 68

Note—152p.

Available from—Catholic Board of Education, Diocese of Cleveland, 5103 Superior Avenue, Cleveland, Ohio 44103 (\$2.25)

Document Not Available from EDRS.

Descriptors—Activity Units, American Government (Course), *Area Studies, Asian History, Cognitive Objectives, Concept Teaching, Constitutional History, *Cross Cultural Studies, Cultural Awareness, Greek Civilization, *Inquiry Training, Interdisciplinary Approach, Non Western Civilization, *Social Studies

Units, Teaching Guides, Western Civilization, *World History

Identifiers—Japan, India

Historical and cultural world understandings are presented to secondary students in this social studies teaching supplement to guidelines described in documents SO 003 186 and SO 003 188. The objective of the activity units is to encourage the students to become inquirers into the values of the non-western and western world. Emphasis is upon providing courses of study, based on student needs, that help one acquire, develop, and use cognitive and critical thinking skills and techniques of social scientists. Each lesson plan is built around a framework of knowledge and inquiry objectives, and activity teaching strategies and procedures. Recapitulation, the introductory unit, leads students to an understanding of the cultures of the early civilizations of Egypt, the Fertile Crescent, Eastern Mediterranean, the Orient, and Europe focusing upon Greek and Roman culture. In the second unit, India, cultural background information is given with emphasis on religion, social customs, attitudes, and values. Unit three, Changing Japan, gives the student a brief overview of Japan's history, helping him to follow, interpret, and evaluate Japan's transformation. The last unit, Basic Principles of American Government, deals with the structure of American government and, in addition, introduces other government structures into the course. (SJM)

ED 066 380 SO 003 203

de Leeuw, G.

Contributions of the Discipline of Geography to the Social Studies.

Pub Date [67]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Education, *Geography, *Geography Instruction, Human Geography, *Inquiry Training, Physical Geography, *Relevance (Education), Secondary Education, *Social Studies

Identifiers—*Canada

Teaching geography as a system of inquiry to elementary and secondary students in the Alberta school system is justified in this paper, based upon the three related assumptions that geography has a structure that contributes significantly to social knowledge; has in the past often been misinterpreted; and could be an interesting part of the social studies from the student's point of view. The structure of geography is an interrelated system of values, concepts, and skills which become meaningful and useful to learners only when applied to the analysis of geographic problems. Misinterpretation of geography by curriculum makers in Alberta has probably occurred because a majority of departments stress the physical domain and fail to communicate the true nature of their subject to non-geographers, and because geographical concepts have changed over the years. The basic research traditions of geography, consisting of the physical, cultural, regional, spatial, and political, can, if properly taught, stimulate analytical and decision-making interests in students. It is concluded that the geographical method of inquiry must be taught because of the probability that such instruction will produce in students some of the analytical skills of the social scientist and will educate people to observe their environment analytically, thereby seeing the totality of a place in some comprehensible form. (SJM)

ED 066 381 SO 003 205

Godwin, Marshall R. Jones, L. L.

The Need for a Wider Interface Among Social Scientists in Agriculture.

Pub Date Apr 71

Note—11p.; Paper presented at the annual meeting, Rural Sociological Society, Denver, Colorado, August 27, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agribusiness, *Behavioral Sciences, Farmers, Industrialization, *Interdisciplinary Approach, *Rural Development, Social Sciences, Socioeconomic Influences, *Sociology

Identifiers—*Agricultural Economics

Using as an example the radical transformation under way in the food and fiber sector of the economy, the authors inspect the mounting interest in rural development and the lack of interdisciplinary thrust among behavioral scientists

identified with agricultural research and service. In considering the emerging structural requirements for commercial agriculture, it is noted that agricultural economists have extolled commercial farmers to match the organizational integrity and performance levels of the industries from which farmers buy and into which they sell but that farmers are reluctant or unable to do this—possibly because the models the economists use do not reckon with all of the behavioral considerations. Emphasizing the need here for input from rural sociologists, the authors call for full commitment from both disciplines and for a synthesis of conventional wisdom entailing both economic and noneconomic considerations of major magnitude. Other recommendations include increasing dialogue between economists and sociologists; involving economists and sociologists in the same research problems; and developing a joint major in agricultural economics and rural sociology at the graduate level. (GC)

ED 066 382 SO 003 315

Additional Comments from the Task Force on Social Sciences Textbooks, Grades Five through Eight.

California State Dept. of Education, Sacramento. Bureau of Textbooks.

Pub Date Dec 71

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Minority Groups, *Multicultural Textbooks, Secondary Grades, *Social Sciences, *Social Studies, *Textbook Bias, *Textbook Evaluation

The second installment of comments from the Task Force on Social Sciences Textbooks: Grades five through eight is presented in this document. The first comments, covering part of the textbooks, were attached as an appendix to "Report and Recommendations: Task Force to Evaluate Social Science Textbooks: Grades Five Through Eight" offered in related document ED 063 521. Specific and general comments are given on the remainder of the basic textbooks, and brief remarks provided on approximately half of the supplementary textbooks. Two textbooks analyzed in this paper which require moderate to major modifications in order to meet requirements of the State Education Code are "The Story of Latin America," and "The Social Sciences: Concepts and Values." Minor revisions recommended for seven supplementary textbooks in compliance with the Education Code are included. Alterations are offered for eight supplementary textbooks not in compliance with the state education code which require moderate to major modifications. (SJM)

ED 066 383 SO 003 444

Chapman, Rosemary

Education and Hong King.

Toronto Board of Education (Ontario). Research Dept.

Pub Date May 69

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chinese Culture, *Comparative Education, Cultural Background, Educational Background, *Educational Practice, Elementary Education, *Foreign Students, Higher Education, *Immigrants, Secondary Education

Identifiers—*Hong Kong

This paper is designed to help Canadian teachers understand the behavior of immigrant Chinese students by describing their cultural background and the current educational practice in Hong Kong. Education is not compulsory and many students do not receive schooling. Shortage of space and the examination system create a competitive atmosphere where students are pressured to achieve academically within a formal classroom setting. Schools are classified according to how they are controlled—government, grant-aided, subsidized, and private, and to the language of instruction—Chinese, Anglo Chinese, and English. The majority of secondary school students attend Anglo Chinese and Chinese Middle schools both of which prepare students for entry into university study. Higher education is offered at two major universities, three teacher training colleges, one technical college, and several post secondary colleges. Related documents are SO 003 443, SO 003 446, and SO 003 447. (SJM)

ED 066 384 SO 003 446

Chapman, Rosemary
Education and Greece.
Toronto Board of Education (Ontario). Research
Dept.

Pub Date May 69

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Education, Cultural
Background, Educational Background, *Educa-
tional Practice, Elementary Education,
*Foreign Students, Higher Education, *Im-
migrants, Secondary Education
Identifiers—Canada, *Greece

The Greek immigrant student finds adjustment to the American education system difficult and bewildering. This paper reveals the cultural and educational background of the immigrant so teachers may better understand student behavior and thereby help the foreign student through the transition period. In Greece, education is a privilege of the wealthy or intellectual, and access to secondary education is narrow. In the Greek family, a closely knit patriarchal unit, the majority of children end their education at grade six and find a job to supplement the family income. Primary schools, comprised of six grades, are compulsory and free. The one-room school environment is formal and authoritarian. Secondary and private schools are confined primarily to Athens and a few provincial centers. Secondary education consists of the six-year gymnasium, preparing students for professional roles and higher education, and a few privately operated technical/vocational schools. Higher education is offered at two universities, two poly technical institutes, several technical schools, and teacher training colleges. Related documents are SO 003 443 and SO 003 447. (SJM)

ED 066 385 SO 003 447

Ramsey, C. A. Wright, E. N.
Students of Non-Canadian Origin: A Descriptive
Report of Students in Toronto Schools.

Toronto Board of Education (Ontario). Research
Dept.

Pub Date Jan 69

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Bilingualism,
*Comparative Analysis, *Educational
Research, Elementary Education, *English
(Second Language), *Foreign Students, *Im-
migrants, Secondary Education
Identifiers—*Toronto

This report presents a study describing and comparing two groups of students who speak English as a first or second language: "New Canadians" (those students born outside Canada) and "Canadian Born" students. Emphasizing the collection of background information on the overall student population, an extensive Student Background Questionnaire was administered along with a battery of group ability tests and the use of teacher ratings. Basic frequency distributions of responses appear in Appendix A. A random selection of 25 percent of grade 5, 7, and 9 classes in the Toronto system was designated for the sample in an attempt to provide norms and material with which the reader may generalize to students in Toronto schools. In the data presented, response differences to a few of the categories of the questionnaire are clearly evident between Canadian Born and Non Canadian Born as to their "degree" of exposure to English; numbers of students who received instruction in English as a second language; the formal maintenance of language other than English; rural and urban background of students; and education background of parents. (Author/SJM)

ED 066 386 SO 003 516

Leppert, Ella C.
Social Studies Course III. Sub-Saharan Africa: A
Cultural Area. Teacher's Manual and Readings.
Illinois Univ., Urbana. Social Science Curriculum
Study Center.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No—BR-5-0383

Pub Date 67

Note—164p.

Available from—Dr. Ella C. Leppert, Social
Science Curriculum Study Center, University of
Illinois, 1212 West Springfield, Urbana, Illinois
60801 (Price Being Revised)

Document Not Available from EDRS.

Descriptors—Affective Objectives, *African Cul-
ture, Annotated Bibliographies, *Area Studies,
Cognitive Objectives, Concept Teaching,
*Cross Cultural Studies, *Cultural Awareness,
Cultural Factors, Human Geography, Instru-
ctional Materials, Non Western Civilization,
Physical Geography, Resource Materials,
Secondary Grades, Sequential Programs, *So-
cial Studies Units, Supplementary Reading
Materials, Teaching Guides

Identifiers—*Sub Sahara

The material in the Course III, Unit I, second-
ary teacher's manual builds upon earlier sequential
courses and provides a foundation for the study
of two other cultural areas. Objectives are for
students to broaden their cultural understanding
and awareness emphasizing main ideas about
Africa. Students will analyze why a tremendous
regional diversity exists in Africa, and why Africa
is both a continent of stability and a continent of
change. Focus is upon students sharpening their
cognitive structure of knowledge, concepts,
generalizations, and skills, and also on broadening
their affective structure of values. The manual is
arranged by five sections—the physical environ-
ment, social life, economic life, political life, and
other aspects of African life. A variety of data on
African people is provided including a number of
selected readings and poems written by African
writers. A student manual is incorporated into
each section of the guide. Related documents are:
ED 048 062, SO 003 169 through SO 003 175,
SO 003 515, and SO 003 517. (Author/SJM)

ED 066 387 SO 003 517

Leppert, Ella C.
Social Studies Course III. India: A Cultural Area.
Teacher's Manual and Readings.

Illinois Univ., Urbana. Social Science Curriculum
Study Center.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Bureau No—BR-5-0383

Pub Date 68

Contract—OEC-4-10-058

Note—329p.

Available from—Dr. Ella Leppert, Social Science
Curriculum Study Center, University of Illinois,
1212 West Springfield, Urbana, Illinois 61801
(Price being revised)

Document Not Available from EDRS.

Descriptors—Activity Units, Affective Objectives,
Annotated Bibliographies, *Area Studies, Cog-
nitive Objectives, Concept Teaching, *Cross
Cultural Studies, *Cultural Awareness, Cultural
Factors, Human Geography, *Indians, Instru-
ctional Materials, Non Western Civilization,
Physical Geography, Resource Materials,
Secondary Grades, Sequential Programs, *So-
cial Studies Units, Supplementary Reading
Materials

Identifiers—*India

This secondary level instructional unit on India
is the second of three cultural areas comprising
Course III, "Cultural Areas of Today's World,"
and follows the first sequential social studies unit
on Africa described in SO 003 516. A major ob-
jective is for the student to comprehend the
characteristics and value structure of India and,
more specifically, understand that cultures have
an internal consistency, that each sub-system in-
fluences and affects other parts, that culture is
made up of values giving direction to life styles,
and that values can be changed, but only when
they fit with the existing value structure. Tech-
niques focus upon building on the concepts,
generalizations, and skills of previous courses.
Five units describe India's physical environment;
social and cultural life and economy; political life
and struggle for independence; and current
problems. Suggested instructional materials in-
clude book, slide, and film bibliographies; student
readings; and lists of recommended classroom ac-
tivities. Related are: ED 048 062, SO 003 169
through SO 003 175, SO 003 515 through SO
003 517. (Author/SJM)

ED 066 388 SO 003 615

Sanderson, Barbara A. Crawford, Jack J.
The TABA Social Studies Curriculum. Product
Development Report 19.

American Institutes for Research in the
Behavioral Sciences, Palo Alto, Calif.; San
Francisco State Coll., Calif. TABA Social Stud-
ies Curriculum Project.

Spons Agency—Office of Program Planning and
Evaluation (DHEW/OE), Washington, D.C.
Report No—AIR-21900-3-72-TR-19

Pub Date Mar 72

Contract—OEC-0-70-4892

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, *Curriculum
Development, Curriculum Evaluation, Curricu-
lum Planning, Diffusion, Elementary Education,
Information Dissemination, *Program Descrip-
tions, *Program Development, Program
Evaluation, *Social Studies, *Summative
Evaluation

Identifiers—*TABA Social Studies Curriculum Project

This program description is one of twenty-one
reports dealing with the developmental history of
recent educational products. Objectives of the
Taba project are to help elementary grade stu-
dents develop thinking skills, key concept un-
derstandings, desired attitudes and values, and
cognitive abilities in a sequential manner through
process education. The curriculum, generated by
a grassroots effort, was prepared by teachers and
consultants, under the coordination of the county
staff, with contributions by Dr. Taba in the form
of a basic conceptual framework for the curricu-
lum and guidelines for the development process.
Products of the project are eight teacher's guides,
a teacher handbook, and the final report. Re-
search was conducted by an evaluation group
to compare the performance of an experimental
group using the Taba curriculum with a control
group using other curriculum, develop instru-
ments for measuring Taba goals, and analyze the
results. Despite some negative findings, "curricu-
lum" pupils make better inferences from data,
and use abstract concepts more appropriately.
Follow-up mechanisms for teacher dissemination
include inservice teacher training, and summer
institutes and workshops. (SJM)

ED 066 389 24 SO 003 616

Meux, Milton And Others

The Development of a Value Observation System
for Group Discussion in Decision Making. Final
Report.

Utah Univ., Salt Lake City. Bureau of Educa-
tional Research.

Spons Agency—National Center for Educational
Research and Development (DHEW/OE),
Washington, D.C.

Bureau No—BR-0-11-028

Pub Date May 72

Grant—OEG-8-71-0010-509

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, Class-
room Observation Techniques, *Conflict,
*Conflict Resolution, *Decision Making, Deci-
sion Making Skills, Educational Research,
*Group Dynamics, Interaction Process Analy-
sis, Research Methodology, Research Utiliza-
tion, Social Studies, *Values

The purpose of this study was to develop an
observation system which would describe some of
the important phenomena in groups that have the
task of making a decision about a controversial
issue involving value conflicts. The basic design
to develop the observation system involved the
analysis of transcriptions of group discussions of
controversial issues. The resulting observation
system included tentative criteria for two sets of
subcategories for two independent components of
activities, operation and content. The 13 opera-
tion subcategories included, for example, Stating,
Challenging, Interpreting, and Integrating. The 11
content subcategories included, for example,
Value Terms, Criteria, Facts, and Value
Judgments. The criteria developed for the sub-
categories were tentative since certain strategic
and conceptual difficulties encountered in carry-
ing out the design made it virtually impossible to
obtain reliable criteria. An interpretation of value
discussions involving resolution of value conflict
was based on two fundamentally different but re-
lated games, namely the rationality game and the
ego game. The aims and roles of the ego game in-
volve winning or persuading, whereas the aims
and rules of the rationality game involve achiev-
ing a solution to value conflicts which maximizes
the values of the participants. Implications of the
study were discussed. (Author)

ED 066 390 SO 003 707

Gorden, William J.

Nine Men Plus. Supreme Court Opinions on Free
Speech and Free Press. An Academic Game
Simulation.

Pub Date 71

Note—301p.

Available from—Wm. C. Brown Company Publishers, 135 South Locust Street, Dubuque, Iowa 52001 (\$4.50; 20% Quantity Discount)

Document Not Available from EDRS.

Descriptors—Academic Freedom, Censorship, Citizenship, Civics, Civil Disobedience, *Civil Liberties, Classroom Games, Court Cases, Democratic Values, Demonstrations (Civil), *Dissent, *Freedom of Speech, Higher Education, Journalism, Language Arts, Political Science, Public Affairs Education, Secondary Grades, *Simulation, Social Studies, *Supreme Court Litigation

The format of this text is dialogue—dialogue which involves formulating answers to knotty kinds of questions about free speech and free press which have worked their way to the Supreme Court. But it is a text meant to be played rather than read. Small groups within a classroom can simulate the Court's decision making process after minimal direction from the instructor. Or the whole class can debate and simulate a larger jury. The emphasis in the text is on the actual words of the justices who wrote the majority and dissenting opinions to the various First Amendment cases. The materials can serve as the basis for a whole course, or for a two- or three-week unit. Each simulation fits a normal classroom period. The cases within each division are chronologically arranged under one of six categories: 1) Academic Freedom; 2) Censorship; 3) Defamation and Libel; 4) Political Dissent; 5) Privacy; and 6) Provocation and Demonstration. Each case is briefly summarized and has ten exact quotations from the opinions (mostly anonymous) of the justices who heard it. The majority of cases are drawn from the past two decades. Complete instructions and materials required for playing the game are included in this book. (Author/JLB)

ED 066 391 SO 003 731

Buggey, L. JoAnne
A Study of the Relationship of Classroom Questions and Social Studies Achievement of Second-Grade Children.

Pub Date 72

Note—14p.; Paper presented at the Annual Meeting, American Educational Research Association, Chicago, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Classroom Research, Cognitive Processes, Concept Teaching, Grade 2, *Questioning Techniques, Sex Differences, *Social Studies, Suburban Youth, Teaching Techniques, Urban Youth

The study reported here builds on, and overcomes certain difficulties in, a previous study by Hunkins. The major focus of the research was to determine the relative effects on learning of two teaching techniques: one using 70% knowledge-level questions and 30% higher-level questions (Treatment A); the other using the reverse ratio (Treatment B). Secondary variables relating to sex, school location, and the interactions of treatment, sex, and school location were also examined. One hundred eight second-grade children were selected from a Standard Metropolitan Statistical Area, and were randomly assigned to the three groups (one control group—Treatment C). The three groups received six weeks of instruction from experienced elementary teachers. The content involved the concepts of rules and location. No texts were used; all materials were presented visually and the children responded orally to questions asked by the teacher. Findings were that: 1) children in Groups A and B performed significantly better on the achievement tests than Control Group children; 2) Group B achieved significantly better than Group A; 3) no significant effect was found relating to the sex variable; 4) suburban children did significantly better than urban children; and, 5) no interactions among the variables studied were found to be significant. Conclusions and implications based on these findings were discussed. (Author/JLB)

ED 066 392 SO 003 732

McKenzie, Gary R.
Ethnocentrism and Cultural Relativism in Children's Thinking About Foreign Values and Attitudes.

Pub Date 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, Cognitive Development, *Cultural Awareness, Cultural Differences, *Cultural Images, Elementary

School Students, *Foreign Culture, *Student Attitudes

Identifiers—*Ethnocentrism

In the study reported here, 133 subjects (Ss) were selected randomly from one elementary school. Ss were shown photographs of Bushmen performing daily activities and asked to predict whether a Bushman would prefer specific indigenous customs or their American equivalents, and then to justify the prediction. Scores for three types of predictions and five types of justifications were compared across six age groups. All Ss tend to predict Bushmen prefer their way to ours; 11 year olds do so more than 6 year olds. Older Ss use cultural relativism more than primary grade Ss, who use ethnocentric reasoning more than older Ss. (Author/JLB)

ED 066 393 SO 003 733

Conner, Shirley V. And Others

30 Social Studies in the School Program: A Rationale and Related Points of View.

Baltimore County Board of Education, Towson, Md.

Pub Date 70

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, *Cognitive Objectives, Concept Teaching, Current Events, Educational Objectives, *Educational Philosophy, Elementary Education, *Guidelines, Inductive Methods, Inquiry Training, Interdisciplinary Approach, Secondary Education, Skill Development, *Social Studies, Values

A rationale for the social studies k-12 program in Baltimore County is presented in this report designed to help teachers review a philosophy of social studies education. Accompanying the rationale are a series of related position papers which elaborate important aspects of social studies education. Also included is a Board of Education Policy Statement on the handling of controversial issues. The first section, on rationale, identifies theoretical assumptions basic to the guidelines such as commitment to human dignity, conceptual knowledge, skill development and valuing. It reflects upon an interdisciplinary approach emphasizing concept development and generalization. Pupil oriented inductive methods are stressed. In the second section general and specific affective and cognitive objectives are presented which focus on instruction that is logical, stimulating, and relevant. Six additional papers present points of view on the following issues: concept development; values and valuing; teaching controversial issues; skill development; teaching strategies; and current affairs. (Author/SJM)

ED 066 394 SO 003 736

Taba, Hilda And Others

A Teacher's Handbook to Elementary Social Studies. An Inductive Approach. Revised Edition.

San Francisco State Coll., Calif. TABA Social Studies Curriculum Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—163p.

Available from—Addison Wesley Publishing Company, Inc., Reading, Massachusetts 01867 (\$5.25)

Document Not Available from EDRS.

Descriptors—Cognitive Development, Cognitive Measurement, Cognitive Objectives, Concept Teaching, *Curriculum Design, Curriculum Development, Curriculum Evaluation, Educational Objectives, *Elementary School Curriculum, *Inductive Methods, Learning Activities, Questioning Techniques, Skill Development, *Social Studies, *Teaching Models

Identifiers—*TABA Social Studies Curriculum Project

A new approach to the inductively oriented elementary social studies curriculum is offered in this revised edition which describes rationale, teaching strategies and procedures, and evaluation strategies for the latter. This edition contains modification of term explanations and meanings and two new chapters covering the role of questioning and evaluation of student progress toward objectives. Emphasis is upon three aspects of curriculum design—content, learning activities and teaching strategies stressing the theoretical basis for curriculum development. This book deals with interrelated curriculum development

elements of a range of affective and cognitive objectives; how the content is selected and organized; how learning experiences are selected and organized; how teaching strategies for the development of cognitive skills and attitudes, feelings, and values and procedures implement the objectives; and what techniques may be used as a yardstick to evaluate the feedback. Certain practical examples of teaching strategies, such as how to move toward basic ideas through bite-size steps, how to assure a sequential growth in making inferences, and how to ask open-ended questions are also included. The introductory edition is described in ED 039 206. (Author/SJM)

ED 066 395 SO 003 768

Prow, J. Wolf

Geography in Teaching and the Future.

Pub Date 71

Note—10p.; Paper presented at Annual meeting, Canadian Association of Geographers, Waterloo, Ontario, Canada, 1971

Available from—University of Waterloo, Department of Geography, Waterloo, Ontario, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Fused Curriculum, *Geography, *Geography Instruction, *Intellectual Disciplines, Interdisciplinary Approach, *Social Studies

Identifiers—Environmental Sciences, *Futuristics
Geography, the "Mother of Sciences," antedates other disciplines and has its origins in antiquity when Greek scholars compiled descriptions of the earth in so-called "topographies." Since then, other sciences have branched out and geography has become the subject of much controversy. Taught in the United States in conjunction with other disciplines, or perhaps not at all, geography is emerging as an all-embracing science and as a bridge between physical and social disciplines. A primary recommendation is for geography to align itself with the environmental sciences—rather than social studies—or to assert itself as an independent subject. Education of geographic technicians, improvement of the tools of the science (maps, photography, atlases), and perfection of new techniques in graphic representation are immediate needs. Computerized operations offer a new key to data reduction and perhaps will dominate scheduling of priorities. The challenges of our earth, as well as the challenges of the solar system, give the science a new impetus and a new direction. (Author/JMB)

ED 066 396 SO 003 972

A Study of Totalitarianism and Democracy: Guide for Teaching Comparative Government. Grades 10-12.

South Carolina State Dept. of Education, Columbia.

Pub Date 67

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communism, *Comparative Analysis, *Democracy, Democratic Values, Economics, Governance, Government (Administrative Body), Political Science, *Social Systems, United States History, World History
Identifiers—*Totalitarianism

The purpose of this study guide is to provide a structured aid for developing an understanding of the basic differences between, and the values of, democracy and communism. It is designed to highlight the differences in the development and establishment of these two systems, the basic values upon which each is founded, the differences in their respective economic systems and the accomplishments of these systems, the animosity that has arisen between democracy and communism and the clash that has followed this animosity. The guide is not geared to any specified text, but features a position which makes it possible to have discussions of key issues suggested for a course of study. In grades 10-12 it may be used with either world history, American history, economics, or political science. Background information preceding the topical outlines, the chronological structure, and the stated concepts offer various approaches to teaching youth the facts about the fundamentals; history, and nature of totalitarianism as well as the foundation and nature of American democracy. Sources are given for supplementary printed and audiovisual materials of instruction. (JMB)

ED 066 397 SO 004 006

Satterlie, Arthur L.

Human Dignity Through History.

Vallejo Unified School District, Calif.

Pub Date 16 Feb 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, Critical Thinking, *Educational Objectives, Elementary Education, Group Instruction, History Instruction, *Human Dignity, *Human Relations, Secondary Education, Self Concept, *Values Identifiers—Process Education, *Values Education

A major educational need, as assessed by a committee of teachers, students, and community members, is to recognize acceptance of human dignity as the ultimate value in decision making. This concept provides a basis for the elementary and secondary social studies program. Although the concept of human dignity was promoted with the signing of the Magna Carta, in reality society is not too concerned with the individual and human dignity. Program goals are to help each student develop a positive self image; and understanding of various groups of people; critical thinking skills to evaluate evidence and come to a logical conclusion; and experience in choosing between alternative values. Teaching approaches are future-, role-, and process-oriented, emphasizing inquiry methods to examine social problems and controversial issues. Classroom micro-societies provide students with opportunities to work together in groups. Course content focuses on ethnic studies and incorporates topical multimedia materials. Through the study of the social sciences, the student will demonstrate a growing appreciation of human dignity. (SJM)

ED 066 398

SO 004 019

Nehnevajsa, Jiri. Coleman, Alan N. *University Urban Interface Study. The Pittsburgh Goals Study: A Summary.*

Pittsburgh Univ., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0725

Pub Date Oct 71

Grant—OEG-2-9-480725-1027

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*City Problems, Community Action, *Community Change, Community Cooperation, Community Development, Community Leaders, *Community Planning, Community Problems, Community Relations, Community Services, *Community Study, Conflict, Educational Change, Questionnaires, *School Community Relationship, Social Problems, Urban Universities

Identifiers—Pittsburgh

The main purpose of this study was to determine the extent to which community consensus existed regarding a variety of major changes in Pittsburgh and the extent to which widely differing perspectives of community leaders might contribute to conflict, or at least significant difficulties, on these issues. A pragmatic secondary objective was to further stimulate a systematic dialogue concerning the city's agenda and priorities for the immediate future. One hundred and six community leaders and decision makers responded to a mailed questionnaire about 28 potential changes. Several changes were in education. Additional options could be specified by the leaders and they each selected issues considered central to the community's future, describing what ought to be done or avoided. Data on each change is analyzed in this summary and it is concluded that the data points to a very high receptivity to change among these Pittsburgh leaders. There is little inertia, and the business at hand is primarily to identify viable ways of getting things done. (SO 004 017 and SO 004 018 are related documents.) (Author/VLW)

ED 066 399

24

SO 004 020

Buton, Christine Bennett

The Development of Experimental Curriculum to Effect the Political Socialization of Anglo, Black, and Mexican-American Adolescents. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-F-075

Pub Date May 72

Contract—OEC-6-71-0531-509

Note—188p.; Doctoral Dissertation, University of Texas, 1972

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, Curriculum Planning, *Curriculum Research, Educational Research, Grade 12, Opinions, *Political Attitudes, *Political Socialization, Social Change, Social Influences, Social Studies, *Student Attitudes

This study empirically tests the extent to which four experimental units in government influence the acquisition of political knowledge and the development of feelings of political efficacy and cynicism among Anglo, Black, and Mexican-American twelfth graders. Two classes regularly taught at two high schools were compared with two experimental units, emphasizing: 1) each student's introspective analysis of his own political socialization; 2) an exploration of elitism, political linkage, and institutional racism; 3) an examination of case studies of political change; and, 4) individual student fieldwork (community involvement). Data was gathered from pre- and post-tests, in-depth student interviews, and analysis of classroom interaction. The conclusions supported the hypothesis that schools can become a potent agent of political socialization among students. Those from the experimental classes revealed a higher incidence of understanding, involvement, and response ability. Future research includes a survey of student activity prior to the November 1972 election. Implications for social studies teachers' influence on student attitudes (ethnocentrism, racial prejudice, tolerance for dissent, and attitudes about social change) are apparent. (JMB)

ED 066 400

SO 004 023

Dawson, George G., Ed.

Economic Education Experiences of Enterprising Teachers. Volume 9.

Joint Council on Economic Education, New York, N.Y.

Pub Date 72

Note—113p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 \$1.75 (10 or more, \$1.40)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Economic Education, *Educational Programs, *Educational Strategies, Elementary Grades, Higher Education, Instructional Innovation, Program Descriptions, Secondary Grades, *Social Studies Units, Teaching Procedures, Teaching Techniques

Identifiers—*Kazanjian Foundation Awards

Teachers developing creative and imaginative methods of providing students with a foundation for economic education are invited to submit their examples to the Kazanjian Awards Program. The stated objective of economic instruction is to help students develop their ability to think rationally, objectively, and with a modest degree of sophistication about economic issues. Within volume 9 readers are exposed to remarkably creative, effective examples of teaching at every grade level and in conjunction with virtually every subject. Projects reflect originality, describe the class situation, set forth scope and sequence, list goals, spell out motivational devices and give a step by step account of teaching techniques. The culmination of the unit or project is explained and evaluation techniques are discussed. Each of the five chapters describes programs for a particular educational level, from K to university, and each is followed by shorter descriptions of innovative programs worthy of inclusion. This volume provides a cumulative index to volumes 1 through 8, arranged by grade level. A related document is ED 053 003. (Author/JMB)

ED 066 401

SO 004 028

Brown, Emily C., Ed.

Foreign Area Studies: India. A Syllabus.

Northern Iowa Univ., Cedar Falls.

Pub Date 70

Note—133p.

Available from—Extension Service, University of Northern Iowa, Cedar Falls, Iowa 50613 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Area Studies, Asian History, *Cross Cultural Studies, *Cultural Awareness, Curriculum Guides, Developing Nations, *Foreign Countries, *Foreign Culture, Higher Education, Non Western Civilization, Team Teaching

Identifiers—*India, Indian Culture

Developed for a one-semester college credit course, this syllabus encourages a cross-cultural approach to the study of Indian society. The objective is to provide students with not only a balanced view of India but also with an idea of dynamics of change. Emphasis is upon paralleling social and political issues in the United States with those of India. Team teachers use a thematic approach focusing upon India's transition from a traditional society to a modern state. Arranged into three segments, the course begins with the "here and now" in India, introducing Hinduism and caste social organization. The second segment provides an historical survey to show how traditional attitudes, values, and modes of behavior developed over the centuries. The final segment concludes with the European impact and the nationalist period. Lecture outlines are supplemented with assigned and recommended readings from the text books. Included are a topically arranged annotated bibliography, a glossary of Indian words and terms, a chronology and summary of five-year plans, and a section of audio-visual resources. (SJM)

ED 066 402

SO 004 337

Ellsworth, Ruth, Ed. Kachaturoff, Grace, Ed.

Student Activism and the Social Studies in the Seventies.

Pub Date 72

Note—62p.; Position statements presented at the Fall Conference, Michigan Council for the Social Studies, 1970

Available from—The Interstate Printers and Publishers, Inc., Danville, Illinois 61832 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Activism, *Citizenship, Community Involvement, Educational Planning, Learning Activities, Learning Experience, *Participation, School Involvement, Social Change, Social Problems, *Social Studies, Student Motivation, *Student Participation, Teacher Responsibility, Values

The theme of this conference emphasized student involvement and participation in a pluralistic society, not only as a recipient but also as a contributor in the educational process. Teachers were urged to adopt the role of learner-teacher and to provide understanding and supportive instruction to benefit the student as well as the community. The position statements were presented to help teachers develop some insights on how their goals could best be achieved. The keynote address, "Student Unrest and the Law: Implications for the Social Studies," presented by Isidore Starr, was followed by: "General Causes for Student Unrest in an Urban Setting," Frances Greenbaum; "Social and Political Activities of Elementary School Children," Jack Wayne; "Cool Materials for the Hot Questions," James S. Eckenrodt; "The Community as a Laboratory," Yetta M. Goodman; "The Student Council—A Laboratory for the Social Studies," Milan Marich; and, "Values in Turmoil: American Way of Life in the 1970's?" The general consensus of opinion was that the awakening of young people from a state of apathy to a state of restless questioning and challenging of societal values and traditions could result in a useful, constructive, and meaningful learning experience for all. (Editors/JMB)

ED 066 403

SO 004 338

Palmer, Judith A.

Home Environment and Achievement.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Jan 67

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Able Students, Academic Ability, *Academic Achievement, Academic Aspiration, *Academic Performance, Child Rearing, *Educational Research, *Family Environment, *Family Influence, High Achievers, Learning Difficulties, Learning Motivation, Low Achievers, Parent Attitudes, Socioeconomic Influences

When the quality of the family's influence on the child's academic performance is identified and evaluated, educators can more fully understand and aid the child in the classroom. This survey of research oriented literature probes the relationship between home environment and achievement. Social class, power-structure, child-rearing practices, religious affiliation, and

parental attitude in the home are identified as environmental factors that can be positive or negative influences upon academic progress. If a student problem caused by value conflicts between home and school is understood by the educator, various steps can be taken to help the child acquire motivation to learn and an appreciation of long term goals which school and society have set for them. Among the research findings are the indications that high academic motivation and achievement are prevalent among children from: 1) small, middle-class status, protestant families; 2) families in which the parents are college educated; and 3) families in which the parents are moderate in power in child rearing. Since these studies indicate that achievement motivation is learned in the home, the implied need is for educators to foster special programs for children with different value systems and to encourage active participation of the parents in school. (Author/SJM)

ED 066 404 SO 004 340

Matula, Franklin V.
Factors Contributing to the Willingness of Elementary Teachers to Try Selected Classroom Innovations.
Pub Date 72
Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), Changing Attitudes, Diffusion, *Educational Innovation, *Educational Research, Elementary Education, Information Dissemination, *Instructional Innovation, Simulation, *Social Studies
Elementary teachers are often unwilling to implement new innovations in their school programs. This research study attempts to explore, through the use of simulation, why this reluctance occurs and to identify relationships of specific variables of teachers' expressed willingness to adopt innovations. Four samples of elementary classroom teachers, totaling 165 drawn from schools in Texas, responded to an instrument which included information and posed questions indicating teacher interest and willingness to use innovations. Three social studies innovations of progressive complexity were described to these teachers, asking them to assume the real life situation of deciding whether to adopt innovative programs. Two strategies employed in the data collection sessions were the "intervention mode", in which group discussion was encouraged, and the "non-intervention mode", with each teacher working alone. Results indicated that the three innovations were not perceived alike; rather, the majority of teachers were less willing to use programs considered to be more involved and demanding. Interest, peer support, and the characteristics of the innovations are also important to teachers in considering adoptions of new programs. This study reflects and supports a growing body of research and theory supporting planning for change to insure success. (Author/SJM)

ED 066 405 SO 004 350

Witzel, Anne Chapman, Rosemary
A Critical Bibliography of Materials on China.
Toronto Board of Education (Ontario). Research Dept.
Pub Date 69
Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Asian History, Audiovisual Aids, *Chinese Culture, Foreign Culture, *Literature, Secondary Grades

Identifiers—*China
This ungraded, annotated bibliography includes books of biography, history and society, culture, and literature. Filmstrips, study prints, slides and films are listed in the section of audio-visual materials. Also included is a list of sources of books and audio-visual materials that are included in a multi-media package on China used in the Toronto schools. (VLW)

ED 066 406 SO 004 351

Witzel, Anne Chapman, Rosemary
A Critical Bibliography of Materials on Italy.
Toronto Board of Education (Ontario). Research Dept.
Pub Date 69
Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Audiovisual Aids, *European History, *Immigrants, *Italian Literature, Secondary Grades

Identifiers—Canada, *Italy

This ungraded, annotated bibliography includes books of history and society, literature and culture and a special section devoted to the southern part of Italy. Filmstrips, slides and films are listed in the audiovisual materials bibliography. Also included is a list of sources of books and audiovisual materials that are included in a multi-media package on Italy used in the Toronto schools. (SO 003 443 is a related document.) (VW)

ED 066 407 SO 004 360

Urban Sociology. Curriculum Bulletin. Grade 12.
Wilmington Public Schools, Del.
Pub Date 71
Note—149p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Activity Units, Behavioral Objectives, Community Study, Educational Objectives, Grade 12, Resource Guides, Secondary Grades, *Social Studies Units, *Sociology, Teaching Guides, Urban Areas, *Urban Culture, Urban Environment, *Urbanization, *Urban Studies

The focus of the urban sociology teaching guide for grade 12 is on the effect of urbanization upon four of the major social institutions: family, governmental, economic, and educational. An overall educational objective is to prepare students for developing rational solutions to problems confronting urban society. Objectives are stated in behavioral terms for each of the five units. Through enumeration of content, suggested activities, and resource material, the guide recommends a proven roadway to reach the objectives. The course emphasis is on people and the effects of social institutions upon them. While urban problems in general are considered, problems of Wilmington are highlighted in order to involve students in specific local issues that affect them. Unit I introduces the student to the nature of sociology, especially of urban areas; Unit II studies the family in an urban setting; Unit III examines broad problems on any urban government in meeting the needs of dwellers; Unit IV analyzes urban economic institutions; Unit V examines the functions of the educational institution. The teacher is urged to make use of community resources, local newspapers, television programs, and public meetings. (SJM)

ED 066 408 SO 004 363

Survey-Selective Social Studies Program for Senior High Schools.
Anchorage Borough School District, Alaska.
Pub Date 71
Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Area Studies, *Catalogs, *Course Descriptions, Economics, *Educational Objectives, Geography, History, Political Science, Psychology, Resource Guides, Secondary Grades, *Social Studies

Forty-seven elective secondary level social studies courses are described in this catalog. The underlying overall philosophy of the program is to recognize the basic worth of the individual and to help each student reach his potential. Four kinds of affective and cognitive objectives essential to continuing growth are emphasized: inquiry skills, attitudes, values, and knowledge. Each course is briefly described and specific objectives presented; a list of resource materials included consisting of optional books, films, filmstrips, and games; and a general outline with suggested approaches given. A broad scope offers courses in ancient through modern history, world history, American and local history, area studies, political science, philosophy, psychology, urban studies, sociology, geography, economics, environmental studies, contemporary problems, and independent studies. Electives are graded as to their level of difficulty. (SJM)

ED 066 409 SO 004 429

Feldman, Martin Seifman, Eli
The Social Studies: Structure, Models, and Strategies.
Pub Date 69
Note—465p.
Available from—Prentice Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95)

Document Not Available from EDRS.

Descriptors—Anthropology, Economics, *Educational Strategies, Elementary Education, Essays, Geography, History, Political Science, Secondary Education, *Social Sciences, *Social Studies, Sociology, *Teaching Models

Identifiers—*Structure of Knowledge

Comprised of sixty four readings by scholars from various social studies disciplines, this book is suitable for elementary and secondary social studies methods courses providing an overview of social studies education as it is today. Each of three major parts to this volume features a keynote work offering insight into the section's theme, followed by ideas of many authorities in the field. The first part deals with an examination of the structure of knowledge which provides the subject matter in the social studies curriculum: anthropology, economics, geography, history, political science, and sociology; the modes of inquiry; and methodology. Part two presents various models for social studies education, the theme article discussing education as the study of models. Other essays present diverse opinions and views on what ought to be the basic objectives, content, and organization of a social studies program. The final part, "strategies", attempts to place theory in a practical classroom situation. Suggestions and ideas are included for classroom teachers. (Author/SJM)

ED 066 410 SO 004 432

Den Hollander, A. J. N. And Others
Teaching About the American Impact on Europe.
Atlantic Information Centre for Teachers, London (England).
Pub Date 69
Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civics, Economics, *European History, Foreign Relations, *Political Influences, Political Power, Public Affairs Education, Resource Guides, Secondary Education, Social Influences, Teaching Methods, *United States History, *Western Civilization, *World Affairs

Identifiers—American Studies, *Interdependence
Included in this Atlantic Information Centre for Teachers report from a November 1969 seminar for secondary school teachers are the papers presented and brief summaries of the discussions which followed each lecture. Papers express the participant's views and identify some principles and techniques for utilization in secondary schools. It is important for social studies teachers to understand present-day transatlantic interdependence. Major emphasis is upon how the teacher can present to secondary students various historical and contemporary aspects of United States influence on Europe and how schools can provide these students with intellectual tools to understand the world as it changes. Titles under which ideas are presented include: The Socio-Cultural Impact of America on Europe; Problems of the Atlantic Economy; The American Involvement in European Security; The Impact of U. S. Foreign Policy on Europe; Symposium on the Teaching of American History; America in the Classroom: American Studies in British Schools; An American Point of View; and Comments on the Seminar. Lastly, there are several sections with source materials for the teacher and addresses for teaching aid and information. (Author/SJM)

ED 066 411 SO 004 444

Roan, Sheldon R.
References to Teaching Children About Human Behavior: Pre-High School.
Pub Date 70
Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Sciences, *Bibliographies, Elementary Education, Human Development, Human Relations, *Mental Health, *Psychology, Resource Guides, *Social Studies

This bibliography lists approximately four hundred publications on the teaching of behavioral sciences to elementary and intermediate grade children. Although entries date from 1932 to 1970, emphasis is upon recent works of journal articles, books, newsletters, papers, reports, dissertations, and government publications. Six major sections are arranged according to type into: 1) Directly Relevant References; 2) Other Literature Resources for Teachers; 3) Selected Curriculum and Teaching Materials; 4) Children's Books and Texts; 5) High School Psychology; and 6) Survey of Projects with Addendum. Sections three through five are annotated. Within each section, alphabetically arranged author entries contain complete bibliographic information. (SJM)

ED 066 412 SO 004 448
Junior High School Social Studies Program. Curriculum Guide 1971-72.

Anchorage Borough School District, Alaska.

Pub Date 71

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Concept Teaching, Curriculum Guides, Grade 7, Grade 8, Grade 9, *Interdisciplinary Approach, Junior High Schools, *Skill Development, *Social Studies

New approaches in the junior high social studies classroom are provided in this curriculum guide framework. Emphasis is upon the use of activities to help students become informed citizens, understand and have empathy for others, and organize and analyze knowledge. Interdisciplinary social studies are organized around substantive and methodological concepts. For grade 7 the major concepts are self, culture, environment, and communication; for grade 8, change, conflict, communication, self, rights, and institutions; and for grade 9, understanding self, relationship to others, self image and character, modes of behavior, modes of communication, future goals, adolescent problems, respect, values, and standards. Each grade level section includes a framework page; a concept and skills page; unit planning sheets that stress behavioral objectives for three selected concepts; and a multi-media book list. (SJM)

ED 066 413 SO 004 451

Troup, Alice

Applications of Anthropology in Urban Schools.

Pub Date 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anthropology, Comparative Analysis, Course Descriptions, Course Objectives, *Cross Cultural Studies, *Cultural Awareness, *Cultural Context, Cultural Differences, Ethnology, Secondary Grades, *Social Studies, Sociocultural Patterns, Urban Culture

Anthropology can make two major and complementary contributions to the process of education: 1) provide basic concepts and methods which are uniquely able to help public school students understand the specialized, abstract, complex nature of their urban environment; and 2) apply concepts and methods through research in schools to identify and describe patterns of cultural transmission, social structure, institutional change, subcultural conflict. In an anthropology course, urban high school students are introduced to the definition of culture, an examination of culture integration and of anthropological objectivity (no superior or inferior cultures, only different cultures); concepts which assist them in comprehending to some degree the structure, the complexity, and the mechanics of their own culture. A second major goal of the high school anthropology curriculum is the development of academic skills (inquiry, critical, analytical) as they pertain to anthropology. Public school teachers, and social studies teachers in particular, all exposed to students with different subcultural backgrounds, need an awareness of anthropological concepts. Anthropologists can contribute significantly to teacher education and to the development of classroom materials, assuring assistance to teachers and students alike. (JMB)

ED 066 414 SO 004 508

Wells, Leora Wood, Comp.

The Acquisition and Development of Values. Perspectives on Research.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 17 May 68

Note—76p.; Report of a Conference on Studies of the Acquisition and Development of Values sponsored by the National Institute of Child Health and Human Development (NIH)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Behavioral Science Research, *Behavior Development, Behavior Patterns, *Child Development, Conference Reports, Cultural Context, Ethical Values, Family Influence, Individual Development, *Moral Values, Personal Values, Social Change, Social Influences, *Social Values, *Values

Identifiers—*Moral Development

A conference on research relating to how children acquire their systems of values and morality

was held with the overall objective toward improving the quality of human life through greater scientific understanding of the developmental processes and the support of research on these complex problems. Participants stressed that many child-rearing practices, educational methods, and social work practices are predicated on unsupported assumptions about how people evolve their moral values and ethical standards. The discussions were intended to provide an interdisciplinary effort to digest and absorb what is known about moral development and the acquisition of values and to construct a variety of working concepts of morality on the basis of the most reliable scientific and philosophical evidence now available. A single theme predominated—values can only be meaningful when examined in the full light of their psychological, social, and historical context. Numerous theories were advanced: the influence of social attitudes, kinship relationships, behavior conditioning, attitude consistency from generation to generation, rapid social change and resulting psychological experimentation in a search for stability. Lack of universal definitions is a major handicap—terms relating to values or morality are surcharged with emotion and no adequate scientific model for study exists. (JMB)

ED 066 415 SO 004 513

Renaud, Mary, Ed.

Bringing the World Into Your Classroom. Guidelines from Glen Falls.

National Council for the Social Studies, Washington, D.C.

Pub Date 68

Note—118p.; Curriculum Series Number 13

Available from—National Council for the Social Studies, Department of the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Activity Units, *Cross Cultural Studies, Cultural Awareness, Cultural Education, Elementary Grades, Foreign Culture, *Interdisciplinary Approach, *International Education, School Community Cooperation, Secondary Grades, *Social Studies, Teaching Guides, *World Affairs, World History

Identifiers—Glen Falls City School District, New York State

Selected activities, lessons, and ideas from a cross section of projects and programs used in the Glen Falls City School District are presented in this guide for K-12 teachers. The major objectives of a given unit is to help students develop an attitude of world understanding in every subject area, introducing interdisciplinary activities in social studies, English, science, physical education, business, and art classes. None of the lessons are intended to be used in a prescriptive manner, rather, they are intended as suggestions which the teacher can develop in his own way depending upon the pupils and the setting. Three major parts comprise the handbook. Part one, Sample Lessons, is arranged by grade level. Each lesson lists purposes, and suggested procedures and activities. Part two, Pages of Ideas, includes some activities in Glen Falls Programs, suggests ideas for gaining community support, gives ideas for K-12 classrooms, and provides miscellaneous approaches to world affairs. Part three, an appendix, includes a script for grade 4, a play, and art directions for a primary grade. (SJM)

ED 066 416 SO 004 515

Consumer Problems of the Poor. Expanded Programs of Consumer Education. (Series)

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consumer Economics, *Consumer Education, Credit (Finance), Curriculum Guides, *Economically Disadvantaged, *Economic Disadvantage, Low Income Groups, *Money Management, Poverty Programs, Secondary Grades, Socioeconomic Status, Teaching Guides

The fourth in a series of modules—Expanded Programs of Consumer Education—this material is designed to help the poor make better use of their income and to stimulate those of high income to a greater understanding of the problems of their fellow-citizens. The modules are prepared

for high school students as separate publications to provide flexibility; each of the nine planned units may be used as a discrete unit or with others in the series. Understandings are demonstrated under suggested pupil and teacher activities followed by sources of primary and supplementary materials. Students are oriented to the concepts of poverty, it's physical, mental, and psychological realities; followed by attitudes toward and factors contributing to poverty, and concrete attempts to assist. Remedies include: educating the poor to consumer pitfalls, destructive marketing habits, consumer credit deception; and instructing them in insurance, housing, service, and legal rights. A game, Market Maze, has an emphasis on good buying habits. Student awareness of problems faced by ghetto dwellers such as limited shopping facilities, lack of day care centers, and ignorance of available assistance should contribute to helping the poor make better use of their disposal income. Related documents are ED 022 044, ED 060 220. (JMB)

ED 066 417 SO 004 666

Epstein, Erwin H., Ed. Pizzillo, Joseph J., Ed.

A Human Relations Guide for Teachers; Linguistic Minorities in the Classroom.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date 72

Note—101p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302 (for loan only)

Document Not Available from EDRS.

Descriptors—Acculturation, American Indians, *Biculturalism, *Bilingual Education, *Bilingualism, Bilingual Students, Cultural Awareness, Culture Conflict, Elementary Education, Ethnic Studies, *Human Relations, Mexican Americans, *Minority Groups, Puerto Ricans, Resource Materials, Secondary Grades, Teaching Guides

This resource book is a collection of articles, reports of classroom observations, discussion questions, learning strategies, and suggested classroom activities appropriate to various curricular areas such as language arts and social studies on topics that often arise in the schooling of children from minority groups, especially from linguistic minorities. Its purpose is to enlighten teachers and school personnel about the implications of educating children of diverse cultural backgrounds, especially Mexican Americans, Puerto Ricans, and American Indians, to accept an "American" ethic and ideal. The guide is arranged into three major parts. I) School-Community Relations examines school and minority community issues, and includes special sections on youth militancy as an authority reaction and on the use of bilingual programs as a means of averting or resolving tension. II) Observations of Linguistic Group Behavior in the Classroom focuses on school and minority conflicts in the classroom, including both controlled studies and in-class observations of pupil-pupil and teacher-pupil interaction, and provides a special section on problems of language. III) Human Relations Activities for Teachers concludes the book. (SJM)

ED 066 418 24 SO 004 809

Sica, Morris G.

An Analysis of the Political Orientations of Mexican-American and Anglo-American Children. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-I-095

Pub Date Feb 72

Grant—OEG-9-70-0013-057

Note—203p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Anglo Americans, *Citizenship, Educational Research, Elementary School Students, Ethnic Groups, Junior High School Students, *Mexican Americans, Minority Group Children, *Political Attitudes, *Political Socialization, Student Attitudes

Identifiers—Southern California

The political learning of 2,584 children enrolled in elementary and junior high schools of southern California is explored in this report. Growth patterns of Mexican-American and Anglo-American children are studied and comparisons are made in their political orientations. Data were obtained by questionnaires administered in grades 4-8 after the general elections of 1970 and in January and February of

1971. The analysis of children's responses focused on: 1) knowledge of political information; 2) attitude toward political authority; and, 3) orientations toward citizenship role. Principal findings indicate that as a group, Mexican-American children acquire less political information than their Anglo-American counterparts whether responses are analyzed by ethnic background alone, or by ethnic background and sex, social status, and level of ability. The gap between the two ethnic groups tends to widen as children progress through the grades. Mexican-American children of lower socioeconomic status are highly cynical about responsiveness of government to their needs and anticipate unfair treatment from policemen and judges. Fewer Mexican-American children have internalized norms associated with political involvement. At certain points in the report suggestions are made to educators concerning children's curricular needs in political affairs and the unique needs of the Mexican-American child. (Author/JLB)

SP

ED 066 419 SP 005 576

McGee, Robert T.
Guidelines for Effective Educational Supervision.
Pub Date 70
Note—38p.; A.C. Croft, 1832 Franklin St., Santa Monica, Calif. 90404 (\$5.95)

Document Not Available from EDRS.

Descriptors—Educational Improvement, *Supervisors, *Supervisory Activities, *Teacher Evaluation, *Teacher Guidance, *Teacher Supervision

This book presents and describes practical guidelines for educational supervision. These guidelines include: a) supervision of the instructional program is a priority for supervisors, b) good management procedures create time for supervision, c) supervision should be based on the best models, d) know the curriculum and the materials and the activities which support it, e) be sensitive to theories of learning, f) share expectations with the staff in clear-cut and operational terms; g) courtesy is a part of good supervision, h) make classroom visitations with relative frequency and use the class period as a reasonable measure of the duration of the visit, i) observe the total learning process and its setting and concentrate upon children and their responses rather than those of the teacher, j) the conference is a diagnostic opportunity for both the teacher and the supervisor, and k) develop supervisory style by considering the total educational setting. A 16-item bibliography, a list of periodicals and services, and a professional staff evaluation form are included. (MJM)

ED 066 420 SP 005 577

Benjamin, Dayton
How Principals Can Improve Instruction.
Pub Date 70

Note—42p.; A.C. Croft, 1832 Franklin St., Santa Monica, Calif. 90404 (\$6.75)

Document Not Available from EDRS.

Descriptors—Administrator Responsibility, *Curriculum Development, Elementary Education, Inservice Education, *Instructional Improvement, *Principals, *Supervisory Activities, *Teacher Supervision

This handbook provides specific guidelines to supervisory activity which relate directly to the classroom work of teachers and youngsters. Chapters concern the principal and his involvement in curriculum psychological principles of learning as a guide to supervisory activity, sociological principles of education as a guide to supervisory activity, how principals can become involved, rationalizations principals might use to avoid student contact, and a program for in-service training for instructional principals. Specific guidelines to principals who work directly with teachers and youngsters are offered in the chapters concerning psychology and sociology. Specific examples of how principals can become involved are classified according to three major headings: curriculum materials and instructional procedures, mental hygiene of teachers, and administrative arrangements. Seven in-service activities are presented for the instructional principal to upgrade his competence in the field of curriculum. (MJM)

ED 066 421 SP 005 578

Dempsey, Richard A. Fiorino, A. John
Differentiated Staffing: What It Is and How It Can Be Implemented.

Pub Date 71

Note—51p.; A.C. Croft, 1832 Franklin St., Santa Monica, Calif. 90404 (\$8.25)

Document Not Available from EDRS.

Descriptors—*Differentiated Staffs, Educational Improvement, Employment Opportunities, *Instructional Staff, Job Satisfaction, *Paraprofessional School Personnel, *Personnel, Promotion (Occupational), *Staff Utilization

This report presents a picture of differentiated staffing and how it may be implemented into the local school setting. Chapters include a definition and overview, rationale for differentiated staffing, patterns of differentiated staffing, personnel, planning for differentiated staffing, and a planning schedule. The rationale for differentiated staffing stresses enhanced career opportunities and involvement in the decision making process. The fourth chapter on personnel reveals professional and paraprofessional hierarchy as well as promotion and selection procedures. The professional levels include resident intern, instructor associate teacher, staff teacher, senior or directing teacher, and consulting or master teacher; the paraprofessional hierarchy include instructional assistant, aide, student assistant, adjunct teacher and volunteer assistant. The fifth chapter, on planning for differentiated staffing, presents suggestions on pre-planning activities, organization, planning process, implementation, guidelines for implementation, selection of schools, staff-development education, allocation of resources, and cost. A 6-year planning and implementation schedule on differentiated staffing is also presented. A 22-item bibliography and appendixes are included. (MJM)

ED 066 422 SP 005 767

Berk, Leonard And Others
The Moral Explanations of Teachers, The Moral Development of Students.

Pub Date Apr 72

Note—34p.; Paper presented at the Annual Meeting of the American Education Research Assn., Chicago, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ethical Instruction, Moral Issues, *Moral Values, School Role, *Socialization, *Student Attitudes, Student Development, *Teacher Attitudes, Teacher Role

This report presents the problem of school practice and moral socialization in an attempt to transform the issues into a problem for research. Three divisions of study are presented: 1) a rationale for the examination of schooling and moral development, 2) the development of procedures for analyzing the use of explanations, and 3) speculation on the basis of pilot test results about the direction that future research might take. The rationale for the study presents a review of two perspectives in socialization literature. The sociological perspective addresses the manner in which social mechanisms impress themselves on individuals as a means of perpetuating the social order. The psychological perspective concerns the manner in which children incorporate their social environment. An adequate study of the influence of the school on the moral developments of the child is also presented. Procedures developed included a modification of the Kohlberg free-response interview paralleling a technique developed and used by Rest (1969) and a modification of the school-specific "Clarke Barto Incident," developed by Nordstrom and Friedenberg. Data were collected for the purpose of instrument development, not to demonstrate anything about the schools. The final section illustrates the character of the speculation and indicates future areas of study. A 22-item bibliography and appendixes of procedural material are included. (MJM)

ED 066 423 SP 005 775

Sinclair, Robert L.
Explorations in Perceived Educational Environment: Contextual Dimensions of Elementary Schooling.

Pub Date Apr 72

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, *Educational Environment, Educational Research, Elementary School Students, *School Environment, *Student Attitudes, Student Reaction, Teacher Attitudes, *Teacher Behavior
Identifiers—Elementary School Environment Survey, ESES

Research into three major aspects of elementary school climate are reported in this paper. The first aspect concerns distinct conditions of similarity and variance among elementary schools as perceived by students. Differences between how students and teachers view schooling are investigated. Finally, the relationship between behavior of the school principal, the school staff, and educational environment is documented. Research data were collected from almost 10,000 students in 90 demographically different elementary schools. Findings resulting from an analysis of data from this sample were used to describe environmental similarities and differences. Fifty-four schools were randomly selected from a sample of all elementary schools in Massachusetts. The Elementary School Environment Survey (ESES) was administered in the remaining 36 selected schools. Student responses from these schools supplemented with perceptions from 600 teachers were also used to examine the educational environment. Results of the study indicate several specific similarities and differences among elementary schools, significant differences between students and teachers in their perceptions of educational environment, and an existing relationship between desirable educational environments and principal and teacher behavior. A 19-item bibliography is included. (Related documents are SP 005 827 and SP 005 837.) (MJM)

ED 066 424 SP 005 780

Roaden, Arliss L.
Researching Research Training.

Pub Date Apr 72

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, Program Development, *Research and Development Centers, *Research Criteria, *Researchers, Research Methodology, *Research Problems

This discussion was presented at a symposium organized to study the usage of systematic research, development, diffusion, and evaluation (RDD&E) strategies being used in the establishment of RDD&E training programs. Three levels of exploring these programs are suggested: looking at specific RDD&E projects, allowing the Research Training Branch of the U.S. Office of Education to use RDD&E strategies to run national programs, and questioning the need for knowledge at the policy level. Recommendations indicate a need for a conceptual base for policy development in the entire RDD&E enterprise. (Author/MJM)

ED 066 425 SP 005 823

Olson, Paul A., Ed. And Others
The University Can't Train Teachers: A Symposium of School Administrators Discuss School-Based Undergraduate Education for Teachers.

Study Commission on Undergraduate Education and the Education of Teachers.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Certification, *Educational Improvement, Educational Innovation, *Teacher Education, *Tenure, *Undergraduate Study

This book presents the work of a study commission on school-based undergraduate education for teachers. Participants of the commission were superintendents of schools and principals who have played a leading role in developing clinical training. Seven major areas were discussed: 1) educational reform and informational needs; 2) the idea of community and the education of teachers; 3) the use of higher education personnel in school-based undergraduate teacher-training programs; 4) school-based teacher-training centers; 5) certification and tenure; 6) funding problems and recommendations; and 7) strategies and proposals for change. Study commission recommendations concerned: a) an assessment of the needs and models in school-based undergraduate training of teachers, b) a study relating

school, state and national budgeting procedures for the education of teachers, c) the age of teacher recruitment, d) feedback and evaluation of higher education as to its effectiveness in teaching, e) a redefinition of "performance" and "behavioral objectives", f) the reform of credentialing procedures to reflect community needs and the teachers capacity to do a job, g) federal funding as an "institutional reform" grant funding, h) training in professional education reflecting a respect for culture, life style, and power of oppressed groups, and i) control over the technical aspect of the undergraduate education of teachers. (MJM)

ED 066 426 SP 005 824
Vocational Clarification, Community Involvement and Curricular Change Through a Student-Initiated and Student-Led Field Experience Program.

Concordia Teachers Coll., Seward, Nebr.
 Pub Date 71

Note—11p.; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, *Field Experience Programs, Student Attitudes, *Student Developed Materials, *Student Leadership, *Student Participation, *Student Projects, Teacher Education

Identifiers—Concordia Teachers College
 This document reviews the student-initiated program IMPACT, developed at Concordia Teachers College, Nebraska. The purpose of this volunteer program was to create opportunities for students to become involved with people and society in general as soon as they arrive on campus. A pattern of "withdrawal and return" is created. Students leave the classroom to penetrate the needs of the community and return to process the experience on the basis of analytical skills of their peers and instructors. The leadership of IMPACT is manifested in three student filled positions: program leader, project leader, and staffer. A faculty member provides part-time assistance. During the 1970-71 academic year, over 1,100 students participated in one or more of IMPACT's programs. These programs include a pre-school program which resulted in a community day care center, juvenile court companions, companions for the aged, a telephone referral service, tutorial programs, youth workers, instructional aides, and recreational activities for retarded children. Developments resulting from IMPACT include credit granted for two IMPACT programs, creation of courses based on IMPACT programs, and the establishment of a Center for Field Experience at Concordia. (MJM)

ED 066 427 SP 005 825
de Bruin, Hendrik C.
Interdisciplinary Internships Between Eastern New Mexico University and Various State Agencies.
 Eastern New Mexico Univ., Portales.
 Pub Date [71]

Note—6p.; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clinical Experience, *Educational Programs, *Field Experience Programs, *Internship Programs, *Teacher Education, *Teacher Interns, Teaching Experience

Identifiers—Eastern New Mexico University
 In 1969 Eastern New Mexico University's College of Education developed a program of one-semester internships at a variety of state facilities including mental institutions, rehabilitation centers, and hospitals. Coupled with the internships, one-week institutes were designed for students wanting some exposure to the facility but not wanting to spend an entire semester there. Students earn a full semester credit and academic grades for the internship and supporting college and facility courses. The employees of the facility, all with proper credentials, conduct seminars, counseling sessions, etc. and make sure all academic requirements are met. Periodic visits are made to all interns on a regular basis. Each intern is required to keep a daily log, and to write an evaluation of the experience. Program objectives are summarized as follows: a) to give students practical "relevant" educational experiences, b) to put theory into practice, c) to perform a service to New Mexico state agencies,

d) to allow students an experience that will allow them to make an intelligent career choice, e) to increase the student's self-confidence prior to getting on the job, f) to train a greater number of students in the area of helping services so that state facilities may be adequately staffed, g) to help less fortunate individuals, and h) to enrich the total college learning experience. Further information on personnel, faculty, budget, and evaluation is included. (Author/MJM)

ED 066 428 SP 005 826
S-TAP Program in Elementary Education.
 Concordia Coll., Moorhead, Minn.
 Pub Date 72

Note—13p.; Entry for the American Assn. of Colleges for Teacher Education 1972 Distinguished Achievement Award
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clinical Experience, Curriculum Development, Education Majors, Elementary Education, *Teacher Education, *Teacher Role, *Teaching Methods, *Teaching Programs
 In September 1971, Concordia College in Minnesota developed the Self-Teacher Actualization Program (S-TAP). This program enabled junior year elementary education majors to be involved daily with the teaching of children through clinical experiences in the public schools in five curriculum areas (reading, language arts, social studies, math, and science) current with his study of the teaching role. Traditional methods courses are replaced with over 300 learning modules which constitute the inquiry library accompanying the student's clinical experiences. The student initiates his own inquiries and selects the modules that can direct those inquiries. The resources available for directing these inquiries include (a) a faculty facilitator for each student, (b) materials in the S-TAP and curriculum library, (c) a microteaching laboratory, (d) selected faculty in other departments, and (e) the clinical experiences and the cooperating public school teacher. Three types of learning modules are available: a) strongly recommended, b) elective, and c) student created. Modules are available in the curriculum areas covered during clinical experiences. Additional curriculum areas include audio-visual aids, tests and measurements, children's literature, philosophy, ethics, inner-city teaching, classroom organization, and patterns for learning. A special emphasis is placed on modules in human relations with intensive development of self and relationships with others. (Author/MJM)

ED 066 429 SP 005 829
Crawford, Patricia Speers, Robert
Classroom Management: Some Answers from the Behaviorists.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Mar 70

Note—41p.

Available from—Research Department, The Board of Education for the City of Toronto

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Behavior Change, Behavior Development, *Class Management, *Classroom Techniques, Conditioning, Discipline, Learning Theories, *Reinforcement, *Teaching Techniques

This paper provides the teacher with a brief introduction to the principles of behavior modification. Major areas of concern deal with the history of behavior modification, implications for the concept of mental health, the teacher's role, the difference between behavior modification and other forms of control, reinforcement, the role of punishment in the behavior modification approach, informing the student of the "rules" of behavior modification and the ethical implications. Three case studies indicate the effects of behavior modification on the isolate behavior of a nursery school child, the control of a hyperactive child, and the effects of a token program. The summary indicates that although behavior modification cannot provide solutions for all problems, it can provide the teacher with an additional technique. A 26-item bibliography and a series of extracts from a report (March 1970) of the American Educational Research Association (AERA) meetings are included. (MJM)

ED 066 430 SP 005 836
Need for Studies of Sex Discrimination in Public Schools.

Spons Agency—Citizens Advisory Council on the Status of Women, Washington, D.C.

Report No.—CACS-26-N

Pub Date Jan 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discriminatory Attitudes (Social), *Educational Discrimination, *Equal Opportunities (Jobs), Legal Problems, Nondiscrimination Education, *Public Education, *Sex Discrimination

This paper was designed to aid organizations seeking to eliminate sex discrimination in the public schools. Major emphasis was placed on the need for studies of sex discrimination. Six areas of investigation should include: 1) one sex schools; 2) one sex or practically one sex courses in co-ed schools; 3) physical education, sports and other extra curricular activities; 4) textbooks, library books, and other curricular aids; 5) promotion of teachers; and 6) counseling. Information concerning avenues for advice, assistance and legal action are presented. The appendix includes related publications and judicial decisions. (MJM)

ED 066 431 SP 005 837

Sadker, David Sinclair, Robert L.
Identifying the Dimensions of Environmental Press at the Elementary School Level: A Factor Analysis of Beta Press.

Pub Date 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Environment, *Educational Research, *Elementary Education, *Elementary School Students, Factor Analysis, *Student Behavior, *Student Reaction

Identifiers—Elementary School Environment Survey, ESES

This document gives a detailed report of the advancement of an instrument for assessing the elementary school educational environment of young children. Fifty-four public elementary schools (grades K-6) in Massachusetts were randomly selected. Educational environment was assessed in the sampled schools by having 5,412 fifth- and sixth-grade students respond to two forms of the Elementary School Environment Survey (ESES) consisting of 40 statements each concerning conditions and happenings characteristic of elementary schools. Students were asked to respond to each statement in ESES as a true or false description of their elementary schools. These responses were subjected to factor analysis and rotated along oblique axes. Six emerging factors were reviewed by 12 judges and contextually named: alienation, humanism, autonomy, morale, opportunism, and resource. A procedure for assessing environments and ways in which environmental information might be used are suggested. A 14-item bibliography is included. (Related document SP 005 827.) (Author/MJM)

ED 066 432 SP 005 839
People for the People's College. Community-Junior College Staff Development. Priorities for the 70's.

National Advisory Council on Education Professions Development, Washington, D.C.

Pub Date 71

Note—223p.

Available from—National Advisory Council on Education Professions Development, Room 308, 1111 - 20th Street, N. W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—*Community Colleges, *Curriculum Development, Educational Development, Educational Needs, Inservice Teacher Education, *Junior Colleges, *Junior College Students, Post Secondary Education, Preservice Education, *Staff Utilization

This report, prepared for the President's Advisory Council for Education Professions Development, describes the special characteristics of the community junior college, its students, and its staff. Major current efforts in preservice and in-service program planning and recommended programs designed to meet the various needs of staff are outlined. Chapters concern the growth and development of the community-junior college, community-junior college characteristics and curriculum, community-junior college students and staff, projections of staff needs, programs for professional development of community-junior college staff, and priorities for the seventies. Two major recommendations provide a framework for further suggestions in the areas of preservice and in-service programs. These recom-

mentations suggest that priority be given to the development of creative and well designed preservice and in-service programs and that in these programs, priority should be given to staff development which helps serve the special needs of socioeconomically and educationally disadvantaged students. Appendixes include related material. (MJM)

ED 066 433 SP 005 840

Crawford, Patricia Hambleton, D. C.

In-Service Programmes: Changing Teacher Attitudes?

Toronto Board of Education (Ontario). Research Dept.

Pub Date Aug 70

Note—86p.

Available from—Board of Education, Toronto, Canada

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Change Agents, *Changing Attitudes, Inservice Education, *Teacher Behavior, *Teacher Education, Teacher Orientation

Identifiers—Rokeach Dogmatism Scale

This report evaluates changes in teacher behavior resulting from a one-week orientation program. Teachers at School A attended an orientation program which stressed the problems of working with inner-city children and the resource personnel available to help them. Teachers from School B, a second inner-city school without an in-service program served as a control group. The Rokeach Dogmatism Scale, Background Information Questionnaire, Teacher Reaction Questionnaire and two attitude questionnaires were administered to teachers of both schools. Results of the study indicated no differences on either the Q-sort or the Semantic Differential between School A and School B. Orientation programs, despite the results, were considered valuable experiences for the teacher; however, careful thought should be given to the kind of experiences and activities in the program. Six postulates were suggested as guidelines: a) clear and specific goals must be set, b) participants must be aware of the goals, c) participants must agree on the goals, d) the means to achieve the goals must be based on the needs of the participants, e) a more effective program is initiated by the participants, and f) an in-service program is effective if it increases the competence of a participant in a role which he plays inadequately. A 19-item bibliography and appendixes of related material are included. (MJM)

ED 066 434 SP 005 841

Garry, Mary T.

Internship in a Primary School.

Spons Agency—National Association of Independent Schools, Boston, Mass.

Pub Date Apr 72

Note—79p; Second of a three-part series.

Available from—National Association of Independent Schools, Four Liberty Square, Boston, Mass. 02109 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Discovery Learning, Educational Programs, Elementary Education, *Flexible Classrooms, Internship Programs, *Open Education, *Primary Grades, Progressive Education

This diary presents the personal experiences and observations of an intern in an open classroom located in an inner-city London school. The school was based on the following principles: 1) All young children learn by self-selected experience; 2) All young children need a wide variety of experience in all expressive areas; 3) Learning should occur in a carefully prepared, planned environment through activities initiated by student and/or teacher; 4) The essential relationship in the classroom is between teacher and child; 5) The nature of the activities is task oriented, not teacher oriented; and 6) The activities are integrated in time and in content. Each chapter deals with the multi-faceted experiences and observations of the intern. Presented in a diary form, chapters concern the headmistress, the first day, the headmistress' principles, a staff meeting, the basic approach by the teacher, personal involvement, difficult children, family grouping and child versus teacher initiated activity, and the teachers' daily role. Reflections of the intern indicated a strong personal satisfaction with the open classroom. (MJM)

ED 066 435

Haberman, Martin

Compensatory Education: Implications for Teacher Education.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date Sep 72

Contract—OEC-0-8-080490-3706(010)

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education, *Compensatory Education Programs, *Educational Change, *Educational Programs, *Teacher Education, Teacher Education Curriculum

This paper is divided into three parts: compensatory education and its future, the kind of teacher education which will be used to support these compensatory trends, and a bibliography selection to provide background for both sections. The first part reviews the present condition, developments of compensatory education, the implications of future developments in other areas of education, and value judgements. The second part, implications for teacher education, concerns the forces and trends effecting education. Also included is an outline summary of what content might be offered to future teachers to support the compensatory education movement and the likelihood of such content actually being offered. The final section includes an annotated bibliography on teacher education and further selected bibliographies on teacher education, compensatory education, selected programs and demonstrations, selected project descriptions and discussions, compensatory programs and demonstrations, selected project descriptions and discussions, and compensatory programs. (MJM)

ED 066 436

SP 005 845

A Title ESEA Case Study: The Liaison Teacher-Returnee Counselor Project.

Milwaukee Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-72-159

Pub Date 72

Note—26p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., Stock No. 1780-1016 (\$3.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Correctional Education, *Delinquent Behavior, *Delinquent Rehabilitation, Educational Programs, *Recidivism

Identifiers—Liaison Teacher Returnee Counselor Project

A counseling program for delinquent teenagers was developed in 1969-70 to serve four public high schools in Milwaukee, Wisconsin. The Liaison Teacher-Returnee Counselor Project was designed to provide continuous support to delinquent juveniles after their release from state institutions. Former teachers from the institutions and special counselors in the Milwaukee public schools helped to bridge the teenagers readjustment to the regular school system. The three main components of the project included prerelease activities, programming and orientation after release, and continued supportive counseling. In 1970-71, the project was expanded to include a summer program. Chapters of this case study concern general information, program planning, program management, implementation of the program, budget, and program evaluation. Results of the program indicated the recidivism rate for returnees in the project decreased each year, the number of days survived at school increased, and attendance improved. A subjective evaluation is included. (MJM)

ED 066 437

SP 005 846

Snow, Richard E.

A Model Teacher Training System; An Overview.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—RD-92

Bureau No.—BR-5-0252

Pub Date Aug 72

Contract—OEC-6-10-078, Comp 1A

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Effective Teaching, *Inservice Education, *Preservice Education, *Teacher Education, Teacher Improvement, *Teaching Models

This report provides an initial overview of the Model Teacher Training System, the development of which is a major goal of the Program on Teaching Effectiveness of the Stanford Center for Research and Development in Teaching. Detailed explication of its development will be presented in subsequent reports. Separate presentations will be prepared for each system element; selection, diagnosis, and placement; programmed training; practice; non-programmed training; assignment and followup; assessment; and system revision. Provisional decisions have been made to focus the model system on the vestibule training of public school teachers in skills generalizable across content areas of science, mathematics, social studies, and English for grades 3-12. It is noted, however, that the training system should be of use at many points in a continuing program of preservice and in-service teacher education. Initial steps have been taken to clarify design problems concerning the particular kinds of skills to be included in the training system and the means by which the system can be made adaptive to individual institutional, and community needs. These design decisions and problems may also be the subject of subsequent reports. A seven-item bibliography is included. (Author)

ED 066 438

24

SP 005 847

Brophy, Jere E.

Stability in Teacher Effectiveness.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—RD-77

Bureau No.—BR-5-0249

Pub Date Jul 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Gains, Educational Research, *Effective Teaching, Grade 2, Grade 3, *Student Development, *Student Improvement, Teacher Behavior, *Teacher Influence

Identifiers—Metropolitan Achievement Test

This paper presents statistical information on the degree of consistency shown by second- and third-grade teachers in producing student gains in the Metropolitan Achievement Test (MAT) scores. Data are presented separately for each grade and for 15 Title I versus 35 non-Title I schools. Included are correlations within each school year showing teacher consistency in mean residual gains produced across three successive school years. Although gain scores were computed with a simple linear model and several key factors could not be controlled, the stability coefficients obtained compare favorably with those previously reported and suggest that teacher consistency may be higher than previously suspected, at least among experienced teachers working in their usual fashion with their normal classes. Studies of such teachers who are stable over time in their relative effectiveness are needed to discover the teacher behaviors that are related to success in producing student achievement gains. (Author)

ED 066 439

SP 007 346

You and Man in the Western World. A Cultural Approach. Eighth Grade Social Studies.

Parsippany - Troy Hills Board of Education, Parsippany, N.J.

Pub Date 70

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cultural Education, *Curriculum Guides, *Grade 8, *High School Curriculum, *Social Studies

GRADES OR AGES: Grade 8. SUBJECT MATTER: Social Studies—You and Man in the Western World. ORGANIZATION AND PHYSICAL APPEARANCE: The guide contains five units: 1) cultural orientation; 2) social studies dimensions in Western Europe; 3) social studies dimensions in Eastern Europe and Soviet Union; 4) social studies dimensions in Latin America; and 5) social studies dimensions in Anglo-America. Each unit contains material on suggested concepts to be developed, scope and sequence, problem areas, activities, resources, and vocabulary. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Broad objectives, and specific and general

skills expected to result from the course are detailed in the introductory material. Each unit has lists of suggested activities and additional activities.

INSTRUCTIONAL MATERIALS: Resources listed for each unit include books, tapes, records, and filmstrips. **STUDENT ASSESSMENT:** Very brief suggestions for evaluation are included. (MBM)

ED 066 440 SP 007 385

Primary Art Resource Guide.

Newton Unified School District 373, Kans.

Pub Date 69

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, *Art Expression, *Curriculum Guides, *Elementary School Curriculum, *Primary Grades

GRADES OR AGES: Primary Grades. **SUBJECT MATTER:** Art. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide begins with a list of topics for art expression. The main body of the guide contains 15 color-coded sections on the following subjects: 1) mobiles and folded paper; 2) collage and photo montage; 3) square paper and mosaics; 4) wax paper and corrugated cardboard; 5) papier mache; 6) prints; 7) figures; 8) puppets; 9) murals; 10) water color; 11) suggested materials and procedures for creative art expression; 12) art experiences through drawing and painting media; 13) soap and starch painting; 14) fingerpainting; 15) tempera. The guide is mimeographed and staple bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** No specific objectives are included. Detailed descriptions of activities are included in each section. **INSTRUCTIONAL MATERIALS:** Materials required for the various activities are specified. **STUDENT ASSESSMENT:** None. (MBM)

ED 066 441 SP 007 386

Don't Put Lids on Kids. Critical Reading Skills.

Howard County Board of Education, Clarksville, Md.

Pub Date Aug 68

Note—220p.

Available from—Howard County Public Schools, Clarksville, Maryland

Document Not Available from EDRS.

Descriptors—*Critical Reading, *Curriculum Guides, *Elementary School Curriculum, *Language Arts, *Reading Programs

GRADES OR AGES: All elementary grades. **SUBJECT MATTER:** Critical reading. **ORGANIZATION AND PHYSICAL APPEARANCE:** The six short introductory sections are 1) foreword; 2) background of workshop; 3) comprehension—a constellation of many facts; 4) sample story; 5) critical comprehension exercises; and 6) critical reading lesson plan critiques. There are three main sections in the guide (Basic Critical Reading Skills, Organization Skills, and Abuses of Logic), each with three subsections (introduction, definition of terms, and category of skills with sample exercises and lesson plans). Topics covered include influence, generalization, semantic variation of vocabulary, antecedents, analogy, topic sentences, main idea, extraneous idea, sequence, classification, fact vs. opinion, bias, propaganda, connotation of words, and judging the competence of the author. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** General objectives are given in the introduction to each section, with specific objectives at the beginning of the lesson plans. A large number of activities is included in each section. **INSTRUCTIONAL MATERIALS:** Any special materials required are described in the lesson plans. **STUDENT ASSESSMENT:** Evaluation procedures are included in some, but not all, of the lesson plans. (MBM)

TM

ED 066 442 TM 001 771

A School District Testing Program Guide.

Kansas State Dept. of Education, Topeka.

Pub Date 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Board of Education Policy, *Evaluation Techniques, Guidelines, Program Effectiveness, *Program Evaluation, Questionnaires, Research

Methodology, School Districts, School Surveys, Staff Role, State Programs, Test Construction, *Testing Programs

Identifiers—Kansas

This guide, designed to help school staff members evaluate their testing programs, may apply to district-wide or state-wide programs. The four sections contain: forms to be completed of current testing inventory; a form covering the organizational and administrative details of the local testing program; an evaluation form dealing with the philosophy, content, strengths and weaknesses, and data utilization of the total testing program; and finally, a list with suggestions for recommendations for improvement. A bibliography is included. (LS)

ED 066 443 TM 001 772

Hoefner, Ralph Strickland, Guy P.

Investigating Test Bias.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—CSE-74

Pub Date Feb 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Caucasians, *Elementary Grades, Ethnic Groups, Evaluation Criteria, Grade 3, Mexican Americans, Negroes, *Predictor Variables, Reading Tests, *Socioeconomic Influences, Standardized Tests, *Student Evaluation, *Test Bias, Test Interpretation, Test Reviews

Identifiers—California, Orientals

This study investigates the question of test bias to develop an index of the appropriateness of a test to a particular socioeconomic or racial-ethnic group. Bias is defined as an item by race interaction in an analysis-of-variance design. The sample of 172 third graders at two integrated schools in a large California school district, included 26 white students, 20 Blacks, 64 Mexican-Americans, and 37 Orientals. In order to obtain the initial information about item by race interaction, the Stanford Achievement Test, Paragraph Meaning subtest was used. Item regression data for six racial pairings were inspected: Whites/Blacks; Whites/Mexican-Americans; Whites/Orientals; Blacks/Mexican-Americans; Black/Orientals; and Mexican-Americans/Orientals. Various methods of establishing the existence and nature of test bias are discussed, with the conclusion that test bias cannot be conclusively demonstrated in a wholly satisfactory manner. One method was nonetheless selected and applied to test items administered to two field-test schools for the purpose of investigating bias. The results of that small-scale study are discussed, but do not offer compelling reasons for the observed racial ethnic differences. (Author/LS)

ED 066 444 TM 001 773

Hoefner, Ralph Doherty, William J.

What Test Publishers Publish.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—CSE-75

Pub Date Feb 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cluster Analysis, Educational Testing, Elementary Grades, *Evaluation Criteria, Evaluation Techniques, Information Dissemination, *Publishing Industry, Rating Scales, Statistical Analysis, *Student Evaluation, Test Construction, *Test Interpretation, Test Reviews, Tests

Identifiers—MEAN Test Evaluation System, Test Publishers

Information regarding the various publishers' priorities and data to support the supposition that the test publishers do differ in their priorities as reflected in their test characteristics, are presented. Evaluation ratings available for 1,600 published scales appropriate for grades 1, 3, 5, and 6 were from 39 publishers and distributors. A cluster analysis was performed by submitting the mean values for each publisher on each of the four MEAN categories: Measurement Validity; Examinee Appropriateness; Administrative Usability; and Normal Technical Excellence. In addition to the observed differences, three clusters of test publishers appeared. Cluster 1 publishers can

be characterized as producing tests highly usable administratively and fairly good in terms of examinee appropriateness; Cluster II is like the first cluster, but its publishers produce tests with greater relevance and validity; and Cluster III, with only one publisher, has emphasized the examinee appropriateness of its tests to the neglect of other test qualities. (Author/LS)

ED 066 445 TM 001 775

Kennedy, E. G. And Others

Position Paper on Standardized Testing.

Kansas Advisory Council for Guidance and Pupil Personnel Services, Topeka.

Spons Agency—Kansas State Dept. of Education, Topeka.

Pub Date 2 Feb 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Techniques, *Measurement Instruments, *Standardized Tests, State-wide Planning, *Student Testing, *Test Construction

Identifiers—*Kansas

Recommendations of an Ad Hoc Advisory Committee relating to standardized testing in a state educational system are presented. The paper first discusses the concepts of measurement, evaluation, and standardized testing. Then follows discussions of Test Development, Qualifications of Test Users, General Use of Tests, The Use of Standardized Tests for Individual Assessment, and The Use of Standardized Tests for Program Assessment. It is recommended that: (1) each local educational agency establish systematic procedures for planning, implementing, and evaluating the testing programs within the LEA; (2) a permanent committee be established with the responsibility of examining state-wide issues concerning testing and/or individual and program assessment. (DB)

ED 066 446 TM 001 776

Wheeler, Patricia, Ed.

Test Collection Bulletin, Vol. 1, No. 1-6, January-November, 1967.

Educational Testing Service, Princeton, N.J.

Pub Date 68

Note—60p.

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, foreign readers \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Behavioral Objectives, *Bulletins, Educational Testing, Evaluation Techniques, *Information Dissemination, Instructional Materials, *Measurement Instruments, Psychology, *Reference Materials, Resource Materials, *Testing, Test Reviews, Test Scoring Machines

The Test Collection Bulletin is a bi-monthly digest of information on tests in education and psychology. The extensive Test Collection of the Educational Testing Service includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference volumes on testing. The tests are indexed by title, author, accession number, and subject. Addresses of those publishers and organizations whose materials and services are mentioned are also listed. Presented in this issue are listings under the headings of acquisitions of testing materials issued in the United States and abroad on Achievement, Aptitude, Personality, and Miscellaneous; Announcements Received; Tests No Longer Available; Publisher Changes; New Addresses; New Publishers; Test Scoring Services and Systems; New References and Test Reviews. (LS)

ED 066 447 TM 001 777

Herdegen, Mary M., Ed.

Test Collection Bulletin, Vol. 2, No. 1-6, January-November, 1968.

Educational Testing Service, Princeton, N.J.

Pub Date 69

Note—63p.

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, foreign readers \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Behavioral Objectives, *Bulletins, Educational

Testing, Evaluation Techniques, *Information Dissemination, Instructional Materials, *Measurement Instruments, Psychology, *Reference Materials, Resource Materials, *Testing, Test Reviews, Test Scoring Machines

The Test Collection Bulletin is a bi-monthly digest of information on tests in education and psychology. The extensive Test Collection of the Educational Testing Service includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference volumes on testing. The tests are indexed by title, author, accession number, and subject. Addresses of those publishers and organizations whose materials and services are mentioned are also listed. Presented in this issue are listings under the headings of: acquisitions of testing materials issued in the United States and abroad on Achievement, Aptitude, Personality, and Miscellaneous; Announcements Received; Tests No Longer Available; Publisher Changes; Test Scoring Services and Systems; New References and Test Reviews. (LS)

ED 066 448 TM 001 778

Herdegen, Mary M., Ed.
Test Collection Bulletin, Vol. 3, No. 1, January, 1969.

Educational Testing Service, Princeton, N.J.
Pub Date 69

Note—8p.

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, foreign readers \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Behavioral Objectives, *Bulletins, Educational Testing, Evaluation Techniques, *Information Dissemination, *Measurement Instruments, Psychology, *Reference Materials, Resource Materials, *Testing, Test Reviews

The Test Collection Bulletin is a bi-monthly digest of information on tests in education and psychology. The extensive Test Collection of the Educational Testing Service includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference volumes on testing. The tests are indexed by title, author, accession number, and subject. Addresses of those publishers and organizations whose materials and services are mentioned are also listed. Presented in this issue are listings under the headings of: acquisitions of testing materials issued in the United States on Achievement, Aptitude, Personality, and Miscellaneous; Acquisitions from abroad on Achievement and Aptitude; Announcements Received; Tests No Longer Available; Publisher Changes; Test Scoring Services and Systems; and New References and Listings of Tests. (LS)

ED 066 449 TM 001 779

Herdegen, Mary M., Ed.
Test Collection Bulletin, Vol. 3, No. 2, April, 1969.

Educational Testing Service, Princeton, N.J.
Pub Date 69

Note—6p.

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Behavioral Objectives, *Bulletins, Educational Testing, Evaluation Techniques, *Information Dissemination, Instructional Materials, *Measurement Instruments, Psychology, *Reference Materials, Resource Materials, *Testing, Test Reviews, Test Scoring Machines

The Test Collection Bulletin is a quarterly digest of information on tests in education and psychology. The extensive Test Collection of the Educational Testing Service includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference volumes on testing. The tests are indexed by title, author, accession number, and subject. Addresses of those publishers and organizations whose materials and services are mentioned are also listed. Presented in this issue are listings under the headings of: acquisitions of test materials issued in the United States on Achievement; Acquisitions from foreign countries on Achievement and Miscellaneous; Announcements

Received; Tests No Longer Available; Publisher Changes; New Addresses and Publishers; Test Scoring Services and Systems; New References and Listings of Tests; and Test Reviews. (LS)

ED 066 450 TM 001 780

Herdegen, Mary M., Ed.
Test Collection Bulletin, Vol. 3, No. 3, July, 1969.

Educational Testing Service, Princeton, N.J.
Pub Date 69

Note—16p.

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, foreign readers \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Behavioral Objectives, *Bulletins, Educational Testing, Evaluation Techniques, *Information Dissemination, *Measurement Instruments, Psychology, *Reference Materials, Resource Materials, *Testing, Test Reviews

The Test Collection Bulletin is a quarterly digest of information on tests in education and psychology. The extensive Test Collection of the Educational Testing Service includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference volumes on testing. The tests are indexed by title, author, accession number, and subject. Addresses of those publishers and organizations whose materials and services are mentioned are also listed. Presented in this issue are listings under the headings of: acquisitions of test materials issued in the United States and in foreign countries on Achievement, Aptitude, Personality, and Miscellaneous; Announcements Received, Tests No Longer Available; Testing Programs, 1969-1970; Publisher Changes; New Publishers; New References and Listings of Tests; and Test Reviews. (LS)

ED 066 451 TM 001 781

Herdegen, Mary M., Ed. Horne, Eleanor V., Ed.
Test Collection Bulletin, Vol. 3, No. 4, October, 1969.

Pub Date 69

Note—13p.

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, foreign readers \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Behavioral Objectives, *Bulletins, Educational Testing, Evaluation Techniques, *Information Dissemination, *Measurement Instruments, Psychology, *Reference Materials, Resource Materials, *Testing, Test Reviews, Test Scoring Machines

The Test Collection Bulletin is a quarterly digest of information on tests in education and psychology. The extensive Test Collection of the Educational Testing Service includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference volumes on testing. The tests are indexed by title, author, accession number, and subject. Addresses of those publishers and organizations whose materials and services are mentioned are also listed. Presented in this issue are listings under the headings of: acquisitions of test materials issued in the United States on Achievement, Personality, Interests, Attitudes and Opinions, and Miscellaneous; and test materials issued in foreign countries on Achievement, Aptitude, and Personality; Announcements Received; Tests No Longer Available; Testing Programs, 1969-1970; Publisher Changes; New Publishers; Test Scoring Services, and Systems; New References and Listings of Tests; and Test Reviews. (LS)

ED 066 452 TM 001 782

Test Collection Bulletin, Numbers 1-4, January-October, 1970. Index to Volume 4.

Educational Testing Service, Princeton, N.J.
Pub Date 70

Note—7p.

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, foreign readers \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Behavioral Objectives, *Bulletins, Educational Testing, Evaluation Techniques, Indexes (Locators), *Information Dissemination, Instructional Materials, *Measurement Instruments, Psychology, *Reference Materials, Resource Materials, *Testing, Test Reviews, Test Scoring Machines

The Test Collection Bulletin is a quarterly digest of information on tests in education and psychology. The extensive Test Collection of the Educational Testing Service includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference volumes on testing. The tests are indexed by title, author, accession number, and subject. Addresses of those publishers and organizations whose materials and services are mentioned are also listed. Presented in this issue are listings under the headings of: acquisitions of test materials issued in the United States on Achievement, Aptitude, Personality, Interests, Attitudes and Opinions, and Miscellaneous; Test Materials issued in foreign countries on achievement, personality, etc., and miscellaneous; Announced Received, Testing Programs, 1970-1971; Test Distribution Changes; Tests No Longer Available; Test Reviews; New Publishers; Publisher Changes; New Addresses; and Notes. (LS)

ED 066 453 TM 001 783

Horne, Eleanor V., Ed.
Test Collection Bulletin, Vol. 4, No. 1, January, 1970.

Educational Testing Service, Princeton, N.J.
Pub Date 70

Note—15p.

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, foreign readers \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Behavioral Objectives, *Bulletins, Educational Testing, Evaluation Techniques, *Information Dissemination, *Measurement Instruments, Psychology, *Reference Materials, Resource Materials, *Testing, Test Reviews

The Test Collection Bulletin is a quarterly digest of information on tests in education and psychology. The extensive Test Collection of the Educational Testing Service includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference volumes on testing. The tests are indexed by title, author, accession number, and subject. Addresses of those publishers and organizations whose materials and services are mentioned are also listed. Presented in this issue are listings under the headings of: acquisitions of test materials issued in the United States and in foreign countries on Achievement, Aptitude, Personality, Interests, Attitudes, and Opinions, and Miscellaneous; Announcements Received; Tests No Longer Available; Publisher Changes; New Publisher and References; and Test Reviews. (LS)

ED 066 454 TM 001 784

Horne, Eleanor V., Ed.
Test Collection Bulletin, Vol. 4, No. 2, April, 1970.

Educational Testing Service, Princeton, N.J.
Pub Date 70

Note—8p.

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, foreign readers \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Behavioral Objectives, *Bulletins, Educational Testing, Evaluation Techniques, *Information Dissemination, *Measurement Instruments, Psychology, *Reference Materials, Resource Materials, *Testing, Test Reviews

The Test Collection Bulletin is a quarterly digest of information on tests in education and psychology. The extensive Test Collection of the Educational Testing Service includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference volumes on testing. The tests are indexed by title, author, accession number, and subject. Addresses of those publishers and or-

ganizations whose materials and services are mentioned are also listed. Presented in this issue are listings under the headings of: acquisitions of test materials issued in the United States on Achievement, Aptitude, Personality, Interests, Attitudes, and Opinions; and Miscellaneous; Test Materials issued in foreign countries on Aptitude, and Personality, etc.; Announcements Received; Tests No Longer Available; Test Reviews; New References and Listings of Tests; and Publisher Changes. (LS)

ED 066 455 TM 001 785

Horne, Eleanor V., Ed.
Test Collection Bulletin, Vol. 5, No. 1, January, 1971.

Educational Testing Service, Princeton, N.J.
Pub Date 71

Note—16p.; Address questions about Head Start to Head Start Test Collection, Educational Testing Service, Princeton N. J. 08540

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, foreign readers \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Attitude Tests, Behavioral Objectives, *Bulletins, *Early Childhood, Educational Testing, Evaluation Techniques, *Information Dissemination, Library Collections, Measurement Instruments, *Reference Materials, Resource Materials, *Testing, Test Reviews
Identifiers—*Project Head Start

The Test Collection of the Educational Testing Service is an extensive library of standardized tests, record and report forms, and assessment devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews and reference volumes on measurement and evaluation. A special Head Start Test Collection provides information about assessment instruments for those engaged in research or project direction involving young children. Any Bulletin entry concerning Head Start will be preceded by a boy or girl symbol. Presented in this issue of the Test Collection Bulletin are listings under the headings of: acquisitions of testing materials issued in the United States and foreign countries on Achievement; Aptitude; Personality, Interests, Attitudes and Opinions; and Miscellaneous; Sensory-Motor, Unidentified; Announcements Received; Testing Programs; Test Distribution Changes; Tests No Longer Available; Test Reviews; and New References, Publishers, and Addresses. The addresses of those publishers and organizations whose materials and services are mentioned are also listed. (LS)

ED 066 456 TM 001 786

Horne, Eleanor V., Ed.
Test Collection Bulletin, Vol. 5, No. 4, October, 1971.

Educational Testing Service, Princeton, N.J.
Pub Date 71

Note—20p.; Address questions about Head Start to Head Start Test Collection, Educational Testing Service, Princeton, N. J. 08540

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, foreign readers \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Behavioral Objectives, *Bulletins, *Early Childhood, Educational Testing, Evaluation Techniques, Indexes (Locators), *Information Dissemination, Library Collections, Measurement Instruments, *Reference Materials, Resource Materials, *Testing, Test Reviews
Identifiers—*Project Head Start

The Test Collection of the Educational Testing Service is an extensive library of standardized tests, record and report forms, and assessment devices. It also includes publishers' catalogs and descriptive materials, information on scoring service and systems, test reviews and reference volumes on measurement and evaluation. A special Head Start Test Collection provides information about assessment instruments for those engaged in research or project direction involving young children. Any Bulletin entry concerning Head Start will be preceded by a boy or girl symbol. Presented in this issue of the Test Collection

Bulletin are listings under the headings of: acquisitions issued in the United States and in foreign countries on Achievement; Personality, Interests, Attitudes and Opinions; Miscellaneous; Sensory-Motor, Unidentified; Announcements Received; Tests No Longer Available; Test Reviews; New References and Addresses. The addresses of those publishers and organizations whose materials and services are mentioned are also listed. (The Index to Volume 5, Numbers 1-4 is included in this issue). (LS)

ED 066 457 TM 001 787

Horne, Eleanor V., Ed.
Test Collection Bulletin, Vol. 6, No. 1, January, 1972.

Educational Testing Service, Princeton, N.J.
Pub Date 72

Note—16p.; Address questions about Head Start to Head Start Test Collection, Educational Testing Service, Princeton, N. J. 08540

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, foreign readers \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Behavioral Objectives, *Bulletins, *Early Childhood, Educational Testing, Evaluation Techniques, *Information Dissemination, Library Collections, Measurement Instruments, *Reference Materials, Resource Materials, *Testing, Test Reviews
Identifiers—*Project Head Start

The Test Collection of the Educational Testing Service is an extensive library of standardized tests, record and report forms, and assessment devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews and reference volumes on measurement and evaluation. A special Head Start Test Collection provides information about assessment instruments for those engaged in research or project direction involving young children. Any Bulletin entry concerning Head Start will be preceded by a boy or girl symbol. Presented in this issue of the Test Collection Bulletin are listings under the headings of: acquisitions issued in the United States and in foreign countries on Achievement; Aptitude; Personality, Interest, Attitudes, and Opinions; Miscellaneous; Sensory-Motor, Unidentified; Announcements Received; Test Distribution Changes; Test No Longer Available; Test Reviews; and New References, Publishers, and Addresses. The addresses of those publishers and organizations whose materials and services are mentioned are also listed. (LS)

ED 066 458 TM 001 942

Cake Finisher (bake. Prod.) 6-02.97—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-296

Pub Date Mar 64

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Service Workers, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Cake Finishers, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB

norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 459 TM 001 943

Typesetter-Perforator Operator (print. & pub.) 11-37.41; Tape-Perforating-Machine Operator (print. & pub.)—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-297

Pub Date Mar 64

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Graphic Arts, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Printing, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Tape Perforating Machine Operator, Typesetter Perforator Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 460 TM 001 944

Manager, Retail Automotive Service (ret. tr.) 0-72.12; Proprietor-Manager, Retail Automotive Service (ret. tr.)—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-298

Pub Date Mar 64

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Auto Mechanics (Occupation), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Managerial Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 461 TM 001 945

Librarian (library) 100.168—Technical Report on Development of USTES Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-299
Pub Date Jan 69
Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Librarians, Norms, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 462 TM 001 946
Cutting-and-Creasing Pressman (paper goods)
649.782—Technical Report on Development of
USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-300R
Pub Date Jun 70
Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Paper (Material), *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Cutting and Creasing Pressman, GATB, *General Aptitude Test Battery, *Pressman (Paper Goods)

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 463 TM 001 947
Tea-Bag Operator (coffee, tea, and sp.) 7-68.918—
Technical Report on Standardization of the
General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-301
Pub Date Apr 64
Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Service Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Tea Bag Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 464 TM 001 948
Mushroom Inspector (can. & preserv.) 9-68.60—
Technical Report on Standardization of the
General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-302
Pub Date Apr 64
Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Food Service Occupations, *Food Service Workers, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Mushroom Inspectors

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 465 TM 001 949
Conveyor-Leader Plastic Toy Parts (toys and
games) 9-13.01—Technical Report on Stan-
dardization of the General Aptitude Test Bat-
tery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-303
Pub Date Jun 64
Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Plastics, Test Reliability, Test Validity, Toys, *Unskilled Workers

Identifiers—Conveyor Loaders, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the

general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 466 TM 001 950
Electronic Resistance Spot Welder (electronics) 6-
98.027—Technical Report on Standardization of
the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-304
Pub Date Jun 64
Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, *Electronic Technicians, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 467 TM 001 951
Waitress (medical ser.) 2-27.89—Technical Report
on Standardization of the General Aptitude Test
Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—TR-S-305
Pub Date Oct 64
Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Food Service Workers, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Waitresses

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 468 TM 001 952
Gluing-Machine Operator 6-42.390-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-306
 Pub Date Jun 64
 Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Unskilled Workers

Identifiers—GATB, *General Aptitude Test Battery, Gluing Machine Operators

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numeric Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 469 TM 001 953
Die Maker (paper goods) 739.381-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-307R
 Pub Date Jun 70
 Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Skilled Workers, Test Reliability, Test Validity

Identifiers—Die Makers, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 470 TM 001 954
Insulating-Machine Operator (insulated wire) 7-00.210; Pairing-Machine Operator (insulated wire) 7-00.220-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-308
 Pub Date Aug 64
 Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, *Unskilled Workers

Identifiers—GATB, *General Aptitude Test Battery, Insulating Machine Operators, Pairing Machine Operators

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 471 TM 001 955
Encoder (Banking) 1-25.911-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-309
 Pub Date Aug 64
 Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Banking, *Clerical Workers, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—*Encoder (Banking), GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 472 TM 001 956
Electronics Assembler (electronics) 726.781-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-310
 Pub Date Mar 67
 Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, *Electronic Technicians, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Electronics Assemblers, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupa-

tions. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 473 TM 001 957
Fountain Salesgirl 2-27.61-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-311
 Pub Date Oct 64
 Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Sales Workers, Test Reliability, Test Validity

Identifiers—Fountain Salesgirls, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 474 TM 001 958
Substation Operator (light, heat & power) 952.782-042; Switchboard Operator (light, heat, & power) 952.782-050; Turbine Operator (light, heat & power) 9-52.782-062-Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-312R
 Pub Date Jun 70
 Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, *Electronics Industry, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Substation Operator, Switchboard Operator, Turbine Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard

deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 475 TM 001 959
Automobile-Body Repairman (auto. ser.) 807.381-
Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-313

Pub Date Dec 66

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Auto Body Repairmen, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 476 TM 001 960
Programmer, Business (profess. & kin.)—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-314

Pub Date Mar 68

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Programmers, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 477 TM 001 961
Systems Analyst Business Electronic Data Processing (profess. & kin.) 0-69.985—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-315

Pub Date Nov 64

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Business, *Cutting Scores, Electronic Data Processing, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Systems Analysts, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 478 TM 001 962
Programmer Engineering and Scientific (profess. & kin.) 020.188—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-316

Pub Date Mar 68

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Engineering, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Programmers, Sciences, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 479 TM 001 963
Core Plane Wirer (electronics) 6-98.027—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-317

Pub Date Oct 64

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, *Electronic Technicians, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Core Plane Wirer (Electronics), GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 480 TM 001 964
Instrument Repairman (any ind.) 710.281-
Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-318R

Pub Date Jan 67

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Repairmen, Norms, Occupational Guidance, *Personnel Evaluation, Repair, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, *Instrument Repairmen

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 481 TM 001 965
Sewing-Machine Repairman (any ind.) 639.281-
Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-319R

Pub Date Jun 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machine Repairmen, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Sewing Machine Repairmen

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which mea-

sure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 482 TM 001 966
Creditman (ret. tr.; whole tr.) 0-85.11-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-320
Pub Date Oct 64

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Credit (Finance), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Creditmen, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 483 TM 001 967
Mechanical Technology-Technical Institute Training 0-48, and 0-67-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-321
Pub Date Nov 64

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Institutes (Training Programs), Job Applicants, *Job Skills, *Mechanical Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Mechanical Technology

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures

which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 484 TM 001 968
Electrical Technology - Technical Institutes Training 0-67-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-322
Pub Date Nov 64

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, *Electrical Systems, Evaluation Criteria, Institutes (Training Programs), Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Electrical Technology, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 485 TM 001 969
Industrial Technology - Technical Institute Training 0-68-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-323
Pub Date Nov 64

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Industrial Technology, Institutes (Training Programs), Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 486 TM 001 970
Metallurgical Technology - Technical Institute Training 0-67-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-324
Pub Date Nov 64

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Institutes (Training Programs), Job Applicants, *Job Skills, *Metallurgy, Norms, Occupational Guidance, *Personnel Evaluation, Technology, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 487 TM 001 971
Industrial Chemistry Technology - Technical Institute Training 0-67-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—TR-S-325
Pub Date Nov 64

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Chemistry, *Cutting Scores, Evaluation Criteria, *Industrial Technology, Institutes (Training Programs), Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 488 TM 001 972
Inhalation Therapist (medical ser.) 079.368-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—S-326-R
Pub Date Aug 66

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, High School Graduates, Hospital Personnel, Job Applicants, *Job Skills, Norms, Occupational Guidance, On the Job Training, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Inhalation Therapist

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 489 TM 001 973

Psychiatric Technician 2-42.22—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-327

Pub Date Dec 64

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Medical Services, Norms, Occupational Guidance, *Personnel Evaluation, *Psychiatric Aides, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Psychiatric Technician

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 490 TM 001 974

Rotary-Driller Helper (petrol. production) 7-75.050—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-328

Pub Date Dec 64

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Machine Tools, Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Rotary Driller Helper

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the

tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 491 TM 001 975

Clerk, General Office (clerical) 219.388—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-329

Pub Date Jul 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Clerical Workers, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, Office Occupations Education, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 492 TM 001 976

**Brown, Les And Others
Evaluation for Individualized Instruction. An Operational Guide for Teacher Workshops.**

Institute for Educational Research, Downers Grove, Ill.

Pub Date 72

Note—87p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$4.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Curriculum Development, Evaluation Techniques, Guides, *Individualized Instruction, Inservice Teacher Education, *Item Banks, Program Evaluation, Teacher Role, *Teacher Workshops, Teaching Skills

Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The workshops associated with the Evaluation for Individualized Instruction Project are planned to provide teachers an opportunity to improve their skills in construction and development of evaluation procedures. This is based on the premise that one successful initial approach to the improvement and individualization of instruction is through the improvement of teacher-made tests. Presented in this operational guide for teacher workshops are eleven Instructional Sessions, they are: One—Educational Objectives; Two—Defining Global Objectives; Three—

Behavioral Objectives; Four—Hierarchy of Learning Behaviors; Five—Purposes of Achievement Testing; Six—Techniques of Measurement; Seven—Multiple-Choice Items; Eight—Basic Statistical Measures; Nine—Test Analysis Interpretation of Computer Output; Ten—Validity and Reliability; and Eleven—The Liaison Role of the Workshop Participant. A list of reference materials is included. (LS)

ED 066 493 TM 001 977

**Lieberman, Marcus And Others
Report on the Evaluation Workshop in the Affective Domain, July, 1970.**

Institute for Educational Research, Downers Grove, Ill.

Pub Date Jul 70

Note—185p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$7.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Affective Behavior, *Behavioral Objectives, Curriculum Development, Elementary Grades, *Evaluation Techniques, *Individualized Instruction, *Item Banks, Language Arts, Mathematics, Primary Grades, Program Evaluation, Sciences, Secondary Grades, Social Studies, *Teacher Workshops

Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

A report on the evaluation Workshop to define school objectives is presented. The three-week workshop in defining and measuring objectives in the areas of interests, attitudes and values was held at Emerson School in Elmhurst, Illinois. Some questions studied by the workshop group include the following: Can interests, attitudes, and values be measured? Is there a continuum of affect, as in the cognitive domain? Are there published instruments available? How can examiners be certain that feelings are reported honestly? Participants included teachers from grades K-12 in mathematics, language arts, social studies, science, and foreign languages. This report is an attempt to disseminate both the information presented to the teachers and samples of the products of their efforts. Hopefully, readers of this report will be motivated to construct objectives and instruments of their own using these examples as models. (Author/LS)

ED 066 494 TM 001 978

**Lieberman, Marcus And Others
Primary Mathematics: Behavioral Objectives and Test Items.**

Institute for Educational Research, Downers Grove, Ill.

Pub Date 72

Note—173p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, Curriculum Development, *Individualized Instruction, *Item Banks, *Mathematics, *Primary Grades, Program Evaluation

Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for primary mathematics. (CK)

ED 066 495 TM 001 979

**Lieberman, Marcus And Others
Intermediate Mathematics: Behavioral Objectives and Test Items.**

Institute for Educational Research, Downers Grove, Ill.

Pub Date 72

Note—587p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$13.00)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Behavioral Objectives, Curriculum Development, *Elementary Grades, *Individualized Instruction, *Item Banks, *Mathematics, Program Evaluation
Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for intermediate mathematics. (CK)

ED 066 496

TM 001 980

*Lieberman, Marcus And Others***Junior High Mathematics: Behavioral Objectives and Test Items.**

Institute for Educational Research, Downers Grove, Ill.
Pub Date [72]

Note—236p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$7.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Behavioral Objectives, Curriculum Development, *Individualized Instruction, *Item Banks, *Junior High Schools, *Mathematics, Program Evaluation
Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for Junior High mathematics. (CK)

ED 066 497

TM 001 981

*Lieberman, Marcus And Others***High School Mathematics: Behavioral Objectives and Test Items.**

Institute for Educational Research, Downers Grove, Ill.
Pub Date 72

Note—810p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$16.00)

EDRS Price MF-\$0.65 HC-\$29.61

Descriptors—*Behavioral Objectives, Curriculum Development, *High Schools, *Individualized Instruction, *Item Banks, *Mathematics, Program Evaluation
Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for high school mathematics. (CK)

ED 066 498

TM 001 982

*Lieberman, Marcus And Others***Primary Language Arts: Behavioral Objectives and Test Items.**

Institute for Educational Research, Downers Grove, Ill.
Pub Date 72

Note—375p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$10.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Behavioral Objectives, Curriculum Development, *Individualized Instruction, *Item Banks, *Language Arts, *Primary Grades, Program Evaluation
Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for primary language arts. (CK)

ED 066 499

TM 001 983

*Lieberman, Marcus And Others***Intermediate Language Arts: Behavioral Objectives and Test Items.**

Institute for Educational Research, Downers Grove, Ill.
Pub Date 71

Note—236p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$8.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Behavioral Objectives, Curriculum Development, *Elementary Grades, *Individualized Instruction, *Item Banks, *Language Arts, Program Evaluation
Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for intermediate language arts. (CK)

ED 066 500

TM 001 984

*Lieberman, Marcus And Others***Junior High Language Arts: Behavioral Objectives and Test Items.**

Institute for Educational Research, Downers Grove, Ill.
Pub Date [72]

Note—296p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$8.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Behavioral Objectives, Curriculum Development, *Individualized Instruction, *Item Banks, *Junior High Schools, *Language Arts, Program Evaluation
Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives

are accomplished. This document presents the Objective Item Bank for junior high school language arts. (CK)

ED 066 501

TM 001 985

*Lieberman, Marcus And Others***High School Language Arts: Behavioral Objectives and Test Items.**

Institute for Educational Research, Downers Grove, Ill.
Pub Date [72]

Note—357p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$9.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Behavioral Objectives, Curriculum Development, *High Schools, *Individualized Instruction, *Item Banks, *Language Arts, Program Evaluation
Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for high school language arts. (CK)

ED 066 502

TM 001 986

*Brown, Les, Ed.***Secondary School Social Studies: Selected Test Items to Measure the Process Approach.**

Institute for Educational Research, Downers Grove, Ill.
Pub Date 72

Note—332p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$9.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Behavioral Objectives, Curriculum Development, High Schools, *Individualized Instruction, *Item Banks, Junior High Schools, Program Evaluation, *Secondary Grades, *Social Studies
Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for secondary school social studies. (CK)

ED 066 503

TM 001 987

*Lieberman, Marcus And Others***Primary Social Studies: Behavioral Objectives and Test Items.**

Institute for Educational Research, Downers Grove, Ill.
Pub Date [72]

Note—44p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Curriculum Development, *Individualized Instruction, *Item Banks, *Primary Grades, Program Evaluation, *Social Studies
Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four

grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for primary social studies. (CK)

ED 066 504 TM 001 988

Lieberman, Marcus And Others
Intermediate Social Studies: Behavioral Objectives and Test Items.

Institute for Educational Research, Downers Grove, Ill.
Pub Date 71
Note—301p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$8.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Behavioral Objectives, Curriculum Development, *Elementary Grades, *Individualized Instruction, *Item Banks, Program Evaluation, *Social Studies
Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for elementary social studies. (CK)

ED 066 505 TM 001 989

Lieberman, Marcus And Others
Primary Science: Behavioral Objectives and Test Items.

Institute for Educational Research, Downers Grove, Ill.
Pub Date [72]
Note—58p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Curriculum Development, *Individualized Instruction, *Item Banks, *Primary Grades, Program Evaluation, *Sciences
Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for primary science. (CK)

ED 066 506 TM 001 990

Lieberman, Marcus And Others
Intermediate Science: Behavioral Objectives and Test Items.

Institute for Educational Research, Downers Grove, Ill.
Pub Date [72]
Note—152p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$6.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, Curriculum Development, *Elementary Grades, *Individualized Instruction, *Item Banks, Program Evaluation, *Sciences

Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for intermediate science. (CK)

ED 066 507 TM 001 991

Lieberman, Marcus And Others
Junior High Science: Behavioral Objectives and Test Items.

Institute for Educational Research, Downers Grove, Ill.
Pub Date [72]
Note—160p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$6.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, Curriculum Development, *Individualized Instruction, *Item Banks, *Junior High Schools, Program Evaluation, *Sciences
Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for junior high science. (CK)

ED 066 508 TM 001 992

Lieberman, Marcus And Others
High School Science: Behavioral Objectives and Test Items.

Institute for Educational Research, Downers Grove, Ill.
Pub Date [72]
Note—314p.

Available from—Institute for Educational Research, 1400 West Maple Avenue, Downers Grove, Illinois 60515 (\$8.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Behavioral Objectives, Curriculum Development, *High Schools, *Individualized Instruction, *Item Banks, Program Evaluation, *Sciences

Identifiers—ESEA Title III, *Evaluation for Individualized Instruction Project

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for high school science. (CK)

ED 066 509 TM 001 993

Automobile-Service-Station Mechanic (auto. ser.)
620.381—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—S-380
Pub Date Aug 66

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Auto Mechanics, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Service Station Mechanic

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 066 510 TM 001 994

Micro-Logic Assembler (electronics) 726.884-080—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—S-381
Pub Date Aug 66

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Electronic Equipment, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Semiconductor Devices, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Micrologic Assembler

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 511 TM 001 995

Reproduction Specialist (print. & pub.) 97—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—S-382
Pub Date Sep 66

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Printing, Publishing Industry, *Reprography, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Reproduction Specialist

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupa-

tions. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 512 TM 001 996
Electric Toothbrush Assembler (elec. equip.)
 723.884—Technical Report on Development of
 USES Aptitude Test Battery.
 Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—S-383
 Pub Date Sep 66
 Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Aptitude Tests, Assembly (Manu-
 facturing), *Cutting Scores, Electrical Ap-
 plicants, Evaluation Criteria, Job Applicants,
 *Job Skills, Norms, Occupational Guidance,
 *Personnel Evaluation, Test Reliability, Test
 Validity

Identifiers—Electric Toothbrush Assembler,
 GATB, *General Aptitude Test Battery

The United States Training and Employment
 Service General Aptitude Test Battery (GATB),
 first published in 1947, has been included in a
 continuing program of research to validate the
 tests against success in many different occupa-
 tions. The GATB consists of 12 tests which
 measure nine aptitudes: General Learning Ability;
 Verbal Aptitude; Numerical Aptitude; Spatial Ap-
 titude; Form Perception; Clerical Perception;
 Motor Coordination; Finger Dexterity; and
 Manual Dexterity. The aptitude scores are stan-
 dard scores with 100 as the average for the
 general working population, and a standard
 deviation of 20. Occupational norms are
 established in terms of minimum qualifying scores
 for each of the significant aptitude measures
 which, when combined, predict job performance.
 Cutting scores are set only for those aptitudes
 which aid in predicting the performance of the
 job duties of the experimental sample. The GATB
 norms described are appropriate only for jobs
 with content similar to that shown in the job
 description presented in this report. A description
 of the validation sample and a personnel evalua-
 tion form are also included. (AG)

ED 066 513 TM 001 997
Medical-Laboratory Assistant (medical ser.)
 078.381—Technical Report on Development of
 USES Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—S-384
 Pub Date Sep 66
 Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Aptitude Tests, *Cutting Scores,
 Evaluation Criteria, Job Applicants, *Job
 Skills, *Medical Laboratory Assistants, Norms,
 Occupational Guidance, *Personnel Evaluation,
 Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Bat-
 tery

The United States Training and Employment
 Service General Aptitude Test Battery (GATB),
 first published in 1947, has been included in a
 continuing program of research to validate the
 tests against success in many different occupa-
 tions. The GATB consists of 12 tests which
 measure nine aptitudes: General Learning Ability;
 Verbal Aptitude; Numerical Aptitude; Spatial Ap-
 titude; Form Perception; Clerical Perception;
 Motor Coordination; Finger Dexterity; and
 Manual Dexterity. The aptitude scores are stan-
 dard scores with 100 as the average for the
 general working population, and a standard
 deviation of 20. Occupational norms are
 established in terms of minimum qualifying scores

for each of the significant aptitude measures
 which, when combined, predict job performance.
 Cutting scores are set only for those aptitudes
 which aid in predicting the performance of the
 job duties of the experimental sample. The GATB
 norms described are appropriate only for jobs
 with content similar to that shown in the job
 description presented in this report. A description
 of the validation sample is included. (AG)

ED 066 514 TM 001 998
Manager, Store (ret. tr.) 1 185.168—Technical Re-
 port on Development of USES Aptitude Test
 Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—S-385R
 Pub Date Jun 70
 Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Aptitude Tests, *Cutting Scores,
 Evaluation Criteria, Job Applicants, *Job
 Skills, Merchandising, Norms, Occupational
 Guidance, *Personnel Evaluation, *Retailing,
 Salesmanship, Test Reliability, Test Validity
 Identifiers—GATB, *General Aptitude Test Bat-
 tery, Store Manager

The United States Training and Employment
 Service General Aptitude Test Battery (GATB),
 first published in 1947, has been included in a
 continuing program of research to validate the
 tests against success in many different occupa-
 tions. The GATB consists of 12 tests which
 measure nine aptitudes: General Learning Ability;
 Verbal Aptitude; Numerical Aptitude; Spatial Ap-
 titude; Form Perception; Clerical Perception;
 Motor Coordination; Finger Dexterity; and
 Manual Dexterity. The aptitude scores are stan-
 dard scores with 100 as the average for the
 general working population, and a standard
 deviation of 20. Occupational norms are
 established in terms of minimum qualifying scores
 for each of the significant aptitude measures
 which, when combined, predict job performance.
 Cutting scores are set only for those aptitudes
 which aid in predicting the performance of the
 job duties of the experimental sample. The GATB
 norms described are appropriate only for jobs
 with content similar to that shown in the job
 description presented in this report. A description
 of the validation sample is included. (AG)

ED 066 515 TM 001 999
**Inspector and Machine Operator, Diode Subas-
 sembles (electronics)** 726.685—Technical Report
 on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—S-386
 Pub Date Oct 66
 Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Aptitude Tests, *Cutting Scores,
 Electronic Equipment, Evaluation Criteria, Job
 Applicants, *Job Skills, Machine Tool Opera-
 tors, Norms, Occupational Guidance, *Person-
 nel Evaluation, Semiskilled Occupations, Test
 Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Bat-
 tery, Inspector, Machine Operator

The United States Training and Employment
 Service General Aptitude Test Battery (GATB),
 first published in 1947, has been included in a
 continuing program of research to validate the
 tests against success in many different occupa-
 tions. The GATB consists of 12 tests which
 measure nine aptitudes: General Learning Ability;
 Verbal Aptitude; Numerical Aptitude; Spatial Ap-
 titude; Form Perception; Clerical Perception;
 Motor Coordination; Finger Dexterity; and
 Manual Dexterity. The aptitude scores are stan-
 dard scores with 100 as the average for the
 general working population, and a standard
 deviation of 20. Occupational norms are
 established in terms of minimum qualifying scores
 for each of the significant aptitude measures
 which, when combined, predict job performance.
 Cutting scores are set only for those aptitudes
 which aid in predicting the performance of the
 job duties of the experimental sample. The GATB
 norms described are appropriate only for jobs
 with content similar to that shown in the job
 description presented in this report. A description
 of the validation sample and a personnel evalua-
 tion form are also included. (AG)

ED 066 516 TM 002 000
Cottage Parent (medical service) 355.878—Tech-
 nical Report on Development of USES Aptitude
 Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—S-388
 Pub Date Sep 66
 Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Aptitude Tests, Custodial Mentally
 Handicapped, *Cutting Scores, Evaluation
 Criteria, Job Applicants, *Job Skills, *Medical
 Services, Norms, Occupational Guidance, *Per-
 sonnel Evaluation, Test Reliability, Test Validity

Identifiers—Cottage Parent, GATB, *General Ap-
 titude Test Battery

The United States Training and Employment
 Service General Aptitude Test Battery (GATB),
 first published in 1947, has been included in a
 continuing program of research to validate the
 tests against success in many different occupa-
 tions. The GATB consists of 12 tests which
 measure nine aptitudes: General Learning Ability;
 Verbal Aptitude; Numerical Aptitude; Spatial Ap-
 titude; Form Perception; Clerical Perception;
 Motor Coordination; Finger Dexterity; and
 Manual Dexterity. The aptitude scores are stan-
 dard scores with 100 as the average for the
 general working population, and a standard
 deviation of 20. Occupational norms are
 established in terms of minimum qualifying scores
 for each of the significant aptitude measures
 which, when combined, predict job performance.
 Cutting scores are set only for those aptitudes
 which aid in predicting the performance of the
 job duties of the experimental sample. The GATB
 norms described are appropriate only for jobs
 with content similar to that shown in the job
 description presented in this report. A description
 of the validation sample and a personnel evalua-
 tion form are also included. (AG)

ED 066 517 TM 002 001
Bench Carpenter (any ind.) 760.884—Technical
 Report on Development of USES Aptitude Test
 Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—S-389
 Pub Date Jan 67
 Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Aptitude Tests, *Carpenters,
 *Cutting Scores, Evaluation Criteria, Job Ap-
 plicants, *Job Skills, Norms, Occupational
 Guidance, *Personnel Evaluation, Test Relia-
 bility, Test Validity, Unskilled Workers, Wood-
 working

Identifiers—Bench Carpenter, GATB, *General
 Aptitude Test Battery

The United States Training and Employment
 Service General Aptitude Test Battery (GATB),
 first published in 1947, has been included in a
 continuing program of research to validate the
 tests against success in many different occupa-
 tions. The GATB consists of 12 tests which
 measure nine aptitudes: General Learning Ability;
 Verbal Aptitude; Numerical Aptitude; Spatial Ap-
 titude; Form Perception; Clerical Perception;
 Motor Coordination; Finger Dexterity; and
 Manual Dexterity. The aptitude scores are stan-
 dard scores with 100 as the average for the
 general working population, and a standard
 deviation of 20. Occupational norms are
 established in terms of minimum qualifying scores
 for each of the significant aptitude measures
 which, when combined, predict job performance.
 Cutting scores are set only for those aptitudes
 which aid in predicting the performance of the
 job duties of the experimental sample. The GATB
 norms described are appropriate only for jobs
 with content similar to that shown in the job
 description presented in this report. A description
 of the validation sample and a personnel evalua-
 tion form are also included. (AG)

ED 066 518 TM 002 002
Log Scaler (logging; paper & pulp; sawmill)
 941.488—Technical Report on USES Aptitude
 Test Battery.

Manpower Administration (DOL), Washington,
 D.C. U.S. Training and Employment Service.
 Report No.—S-390
 Pub Date Feb 67
 Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Forestry Occupations, High School Graduates, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Log Scaler

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 066 519 TM 002 003

Radiographer (any ind.) 199.381—Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-391

Pub Date Feb 67

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, High School Graduates, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Radiographers, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

UD

ED 066 520

UD 012 463

Erickson, Edsel L. And Others

Final Report of the Evaluation of the 1971 Community School District 1, Title I Summer Program. ESEA Title I.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 71

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—After School Tutoring, *Compensatory Education Programs, Early Childhood Education, Educational Diagnosis, Educational Retardation, Elementary Education,

Homework, Perceptual Development, Preschool Programs, *Program Evaluation, *Summer Programs

Identifiers—*Elementary Secondary Education Act Title I Program, ESEA Title I Programs, Head Start, New York City

Contents include evaluations of the following programs funded under Title I of the 1965 Elementary Secondary Education Act: (1) The Early Childhood Preschool Summer Headstart Program; (2) Kindergarten "Star" Program; (3) Identification and Treatment of Perceptual Difficulties Program; (4) Summer Day Elementary Program; (5) Homework Helper Program; (6) The Continual Development Program for Children of Retarded Mental Development in District I; and, (7) Vacation Day Camp Enrichment Program. Materials are appended in each appendix, including the following: to the first, Growth and Development Checklist, Parents' Questionnaire in Spanish, Parents' Questionnaire, and Teachers' Questionnaire; to the second, Parents' Questionnaire, and sample of instructional materials used in the program; to the third, Letter to Principals, Letter to Parents, and Teachers' Questionnaire; to the fourth, Student Questionnaire, Tutor Questionnaire, and Bibliography; to the fifth, Behavior Rating Scale; and, to the sixth, Registration-Attendance Report, "My School" Questionnaire, and two Parent Questionnaires. (JM)

ED 066 521

UD 012 464

Final Report of the Evaluation of the Bilingual Mini-School (P.S. Number 45), 1970-71. ESEA Title VII.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingual Schools, *Bilingual Students, Bilingual Teachers, Cultural Awareness, English (Second Language), Junior High Schools, *Junior High School Students, Parent Participation, Program Evaluation, Secondary School Teachers, *Spanish Speaking

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII, New York

The program of the Bilingual Mini-School, funded under Title VII of the 1965 Elementary Secondary Education Act, and located in a junior high school in that area of Manhattan commonly characterized as East Harlem, was designed to reach the junior high school student who had had all his previous schooling in Spanish, as well as those students who, having been taught in English, have achieved poorly as a result of inadequate English facility. The program at this school represents the first attempt in New York City at a bilingual program for junior high school children. Approximately 72 seventh graders and 44 eighth graders were selected to participate in the program. Eighty-five are Spanish speaking, while 31 are English speaking. The key personnel are bilingual. The general objective of the bilingual program is to prepare children more adequately for the higher academic instruction of high school than has been accomplished in the past. By providing instruction via a language they now know best, by fostering pride in the culture of their parents, and by encouraging active participation of their parents in school affairs, it is hoped this goal will be accomplished. (Author/JM)

ED 066 522

UD 012 466

Jaramillo, Mari-Luci

Cultural Differences Revealed Through Language. NCRIEEO TipSheet, Number 8.

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, Bilingual Education, *Bilingualism, Bilingual Students, *Cultural Differences, Cultural Factors, Cultural Pluralism, Culture Conflict, Educational Opportunities, Elementary Education, Elementary School Students, English (Second Language), Lan-

guage Handicapped, *Language Patterns, *Spanish Speaking

Biculturalism implies much more than bilingualism. Bilingualism has been defined in a variety of ways, but perhaps the most commonly accepted definition is varying degrees of understanding of two languages. But biculturalism implies knowing and being able to operate successfully in two cultures. This means knowing two modes of behavior, and knowing the beliefs, values, customs, and mores of two different groups of people. The language used at a particular time and place would have the referents in the culture the language represents. Not "all little children are alike": children are different because cultures force all of them to think, react, value, believe, and act in certain modes. It appears that one even learns in very distinct patterns because of cultural differences. Teachers must accept these differences in students and start working to provide equal educational opportunity in the classrooms. One could capitalize on the language children bring to school. The students have already internalized the sound patterns of a language and their written work could be based on these sounds. If these sound patterns are Spanish, the instruction should be in Spanish. Simultaneously, with this instruction, the second language should be introduced systematically. (Author/JM)

ED 066 523

UD 012 469

Rist, Ray C.

On the Social and Cultural Milieu of an Urban Black School: An Ethnographic Case Study.

Pub Date Apr 72

Note—25p.; Paper presented to the Sociology of Education Panel of the Pacific Sociological Association meeting, Portland, Ore., April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Class Management, Cultural Factors, Disadvantaged Youth, Discipline, *Elementary Schools, Elementary School Students, Elementary School Teachers, *Ghetton, *School Environment, Social Factors, *Teacher Attitudes, Teacher Stereotypes, Urban Environment, Urban Schools, Violence

To understand the phenomena of academic success or failure among black children in urban ghetto schools, one must look beyond the boundaries of the individual classrooms and examine the social and cultural milieu of the school itself. Both the milieu of the classroom and the milieu of the school appear to sustain one another in a pattern of reinforcement of the presently accepted values and modes of behavior. Thus, the factors which help to establish the atmosphere of the school affect that of the individual classroom as well. Thus, a cyclical effect occurs whereby the milieu of the school influences the learning experiences of the children, which in turn help to define the behavior and responses of the teachers and principal who have major responsibility for the general social themes present in the school. It is contended that such conditions as the negative expectations for the children, the utilization of violence on the children, the exchange of information among the teachers which allows the development of stereotypes as to performance and behavior, and the norms governing the use of classroom discipline are destructive of a humane and supportive learning milieu. (Author/JM)

ED 066 524

UD 012 470

Soles, Stanley

Final Report of the Evaluation of the 1970-1971 Auxiliary Educational Career Unit. ESEA Title I.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 71

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Change, Career Ladders, Compensatory Education Programs, *Institutes (Training Programs), *Paraprofessional School Personnel, *Program Evaluation, School Aides, Supervisory Training, Teacher Aides, *Teacher Education, Technical Assistance, Vocational Development

Identifiers—*Elementary Secondary Education Act Title I Program, ESEA Title I Programs, New York City

The objectives of the Auxiliary Educational Career Unit, funded under Title I of the 1965 Elementary Secondary Education Act, were: (1)

to upgrade the basic skills of Education Assistants; (2) to administer and to coordinate a training program for staff trainers of paraprofessionals, Educational Assistants, and Associates; (3) to provide practicum and seminars for 750 Educational Assistants in community colleges; (4) to prepare and disseminate training guides for Educational Assistants; (5) to provide technical assistance and consultation services to other programs utilizing paraprofessionals; and, (6) to administer the comprehensive career program for 750 paraprofessionals, including inservice training, college enrollment, and promotional opportunities. Interviews, observations analysis of records, and documents were made as part of the evaluation procedure, as well as questionnaire surveys of the Educational Assistants, Educational Associates, District Training Coordinators, Auxiliary Trainers, and others. Twenty-five of the 31 school districts of New York City supplied data from the questionnaires used in the study. A random sample of 348 Educational Assistants and Associates were administered the questionnaire by the District Training Coordinators in each School District. (Author/JM)

ED 066 525 **UD 012 471**
Final Report of the Evaluation of the Summer 1970 Exploratory Vocational Training Program for Physically Handicapped and Mentally Retarded Pupils. ESEA Title I.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$2.29

Descriptors—Group Relations, *Handicapped Students, High School Students, Mechanical Skills, *Physically Handicapped, Program Evaluation, Retarded Children, Summer Programs, *Vocational Education, Vocational Rehabilitation, Vocational Training Centers
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New York

The general goal of this summer program, funded under Title I, Elementary and Secondary Education Act, was to provide an instructional-vocational program which would meet the needs of handicapped students. Specifically, the program set out to: (a) provide experiences in shop areas which will provide in manipulation of materials and contribute to growth in motor control and manual dexterity; (b) provide experiences in group interaction in shops and opportunities for following through on individual and group projects which will contribute to growth in self-direction; and, (c) provide opportunities for success and achievement in exploration of new media, materials, and equipment. The evaluation was performed by a collection of information from parents, teachers, and students, and by observations by evaluation staff members of shop settings and activities. Teachers rated students at two intervals in the program, once on the seventeenth of July and again on August thirteenth. Students who were able to write filled out questionnaires. The others were interviewed by project staff members. Parents also filled out questionnaires. Teachers responded to a questionnaire at the termination of the program. (Author/JM)

ED 066 526 **UD 012 853**

Blau, Peter M. Duncan, Otis Dudley

The American Occupational Structure.

Pub Date 67

Note—534p.

Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, N.Y. 10016 (\$16.00)

Document Not Available from EDRS.

Descriptors—Bias, Demography, Economic Opportunities, Family Background, Geographic Distribution, Marriage, Multiple Regression Analysis, *National Surveys, *Occupational Mobility, *Occupational Surveys, Social Mobility, Social Relations, *Social Structure, *Socioeconomic Status, Sociometric Techniques

The objective of this book is to present a systematic analysis of the American occupational structure, and, thus, of the major foundation of the stratification system in this society. Processes of social mobility from one generation to the next and from career beginnings to occupational

destinations are considered to reflect the dynamics of the occupational structure. By analyzing the patterns of these occupational movements, the conditions that affect them, and some of their consequences, one attempts to explain part of the dynamics of the stratification system in the United States. The inquiry is based on a considerable amount of empirical data collected from a representative sample of over 20,000 American men between the ages of 20 and 64. The survey of "Occupational Changes in a Generation" was carried out as an adjunct to the monthly "Current Population Survey" of the Bureau of the Census. The analysis of the data collected in the survey constitutes the bulk of the material reported in the present book, although occasionally other sources are drawn on as well. As the comparative data from a variety of societies needed for refining the theory of stratification are not available in this study, it has been supplemented with data from mobility surveys of other countries. (Author/JM)

ED 066 527 **UD 012 854**

Hsu, Francis L. K.

Americans and Chinese: Reflections on Two Cultures and Their People.

Pub Date 72

Note—520p.; first published under the title: "Americans and Chinese: Purpose and Fulfillment in Great Civilization"

Available from—Doubleday Natural History Press, 501 Franklin Avenue, Garden City, N. Y. (\$5.95)

Document Not Available from EDRS.

Descriptors—*American Culture, Anthropology, Chinese, Chinese Americans, *Chinese Culture, *Comparative Analysis, *Cultural Differences, *Economic Factors, Individualism, Industrialization, Marriage, Political Attitudes, Racial Attitudes, Religion

This book focuses on two contrasting ways of life: the individual-centered American way and the situation-centered Chinese way. In the American way of life, the emphasis is placed upon the predilections of the individual. This is in contrast to the emphasis the Chinese put upon an individual's appropriate place and behavior among his fellow men. Additionally, there is a prominence of emotion in the American way of life as compared with a tendency of the Chinese to underplay all matters of the heart. These two sets of contrasts are interrelated. Being individual-centered, the American moves toward social and psychological isolation. His happiness tends to be unqualified ecstasy, just as his sorrow is likely to mean unbearable misery. A strong emotionality is inevitable since the emotions are concentrated in one individual. Being more situation-centered, the Chinese is inclined to be socially or psychologically dependent on others, for this situation-centered individual is tied closer to his world and his fellow men. His happiness and his sorrow tend to be mild since they are shared. These fundamental contrasts will be found at the core of the unique and deeply embedded problems and weaknesses which plague each society, such as racial and religious intolerance in America and economic poverty and bureaucratic oppression in China. (Author/JM)

ED 066 528 **UD 012 855**

Marshall, M. Kimbrough

Law and Order in Grade 6-E: A Story of Chaos and Innovation in a Ghetto School.

Pub Date 72

Note—241p.

Available from—Little, Brown and Co., Inc., 34 Beacon St., Boston, Mass. 02107 (\$7.95)

Document Not Available from EDRS.

Descriptors—Behavior Problems, *Class Management, Classroom Materials, *Classroom Techniques, Disadvantaged Youth, *Elementary Education, Elementary School Students, Inner City, Open Education, Student Behavior, Student Teacher Relationship, *Teaching Methods, *Urban Education

Identifiers—Massachusetts

This book deals with the development and details of a variant of the open classroom technique, based upon the author's experiences as a sixth grade teacher at the Martin Luther King, Jr. Roxbury Massachusetts Middle School. The system has four major differences from conventional classrooms: (1) Kids sit in groups spread around the room rather than in rows; (2) Worksheets in seven subject areas—Mathematics,

English, Social Studies, Spelling, Creative Writing, General, and Reading—are put in pockets scattered around the outside of the room every morning Monday through Thursday; (3) On these station days, the students are free to move around the room and do the worksheets in any order they like as long as they finish all seven by the end of the day; and, (4) the teacher's responsibilities are: (a) writing worksheets for seven subjects the night before and running off copies first thing in the morning; (b) moving around the room during the station time helping people with the work and any other problems; (c) planning other activities for the remaining part of the day after the stations are finished; (d) correcting the stations with the whole class in the last hour of the day; and, (e) evaluating progress in the traditional subjects weekly. (Author/JM)

ED 066 529 **UD 012 856**

Frost, Joe L. Rowland, G. Thomas

Compensatory Programming: The Acid Test of American Education. Issues and Innovations in Education Series.

Pub Date 71

Note—150p.

Available from—Wm. C. Brown Co., Publishers, 135 S. Locust Street, Dubuque, Iowa (\$2.50)

Document Not Available from EDRS.

Descriptors—*Compensatory Education, Compensatory Education Programs, Early Childhood Education, Early Experience, Economic Disadvantage, Elementary Education, *Intervention, Mexican Americans, Migrant Child Education, Paraprofessional School Personnel, Preschool Programs, *Program Development, *Program Evaluation, Secondary Education, *Teacher Education

The contents of this book are as follows: Chapter I, "Human Deprivation: Causes and Consequences," examines the following topics: eugenics versus eugenics in school; poverty; Mexican-American poverty in the United States; the American Indian; the black American; deprivation; and, subjective deprivation. Chapter II, "Infant Learning and Stimulation," includes such topics as research on psychology, the social context of infant stimulation, and parent education programs. Chapter III, "Compensatory Early Childhood Education," contains an analysis of selected examples of compensatory early childhood programs. Chapter IV, "Compensatory Public School Education," contains an analysis of compensatory elementary school programs and an analysis of selected examples of compensatory secondary school programs. Chapter V, "Teaching the Disadvantaged," examines the following topics: programs for teachers of the disadvantaged; research and development centers; auxiliaries; and, teaching the disadvantaged: now and tomorrow. The epilogue reviews the controversial evaluation research on compensatory education, including the two federal surveys and Jensen's work. (JM)

ED 066 530 **UD 012 857**

Final Evaluation Report, Year III, 1971-1972, Project Process. Title VIII, Section 807, E.S.E.A., Fall River, Massachusetts.

Fall River Public Schools, Mass.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 10 Jul 72

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Involvement, Counseling Programs, Curriculum Development, Dropout Identification, *Dropout Prevention, *Educational Change, Family Problems, Intervention, *Program Evaluation, *Social Change, Student Participation, Student School Relationship

Identifiers—*Elementary Secondary Education Act Title VIII, ESEA Title VIII Programs, Massachusetts

Project Process, funded through the Elementary and Secondary Education Act Title VIII, is an integrated model within the existing school system concentrating on reducing the number of dropouts via an institutional change strategy. The basic goal of the project is to develop a flexible atmosphere where learning can take place. Within this goal is the assumption that this can be accomplished for a long run effect only if the project focuses on treating the underlying problems rather than the symptoms of the problems. This leads to the premise that

adolescents do not by their very nature tend to drop out of learning (school), but are pushed out (of school) by factors within the school, home, or community that necessarily need to change. The evaluation program is designed to provide the necessary procedures and skills for the collection, organization, analysis, interpretation, and reporting of descriptive data and comparative data throughout the entire project. This process began with the delineation of objectives in performance terms from the goals of Project Process and the programs to be implemented. Its nature is such that it allows for process modifications while insuring the interpretation of expected and unexpected outcomes in terms of recorded measurements, observations, input, and process information. (Author/JM)

ED 066 531 UD 012 864

Zurcher, Louis A., Jr.
Poverty Warriors: The Human Experience of Planned Social Intervention. Hogg Foundation Research Series.

Texas Univ., Austin. Hogg Foundation for Mental Health.

Spons Agency—Menninger Foundation, Topeka, Kan.; Office of Economic Opportunity, Washington, D.C.

Pub Date 70

Note—458p.

Available from—University of Texas Press, Box 7819, Univ. Station, Austin, Texas 78712 (\$10.00)

Document Not Available from EDRS.

Descriptors—Community Change, Community Involvement, Community Organizations, Community Programs, *Economic Opportunities, Group Dynamics, Organizations (Groups), *Poverty Programs, *Poverty Research, Program Evaluation, *Social Change, Social Planning, Socioeconomic Status

Identifiers—*Kansas, Office of Economic Opportunity

This book presents some of the experiences of men and women, poor and not poor, who participated in a community's OEO poverty program. The research upon which this book was based focused upon those subcomponents of the program which best revealed the process experiences of the participants. The study was concerned with three major components of the local poverty program: (1) the Topeka Office of Economic Opportunity and its staff; (2) the Economic Opportunity Board and its members; and, (3) the Target Neighborhood Committees and its indigenous leaders. The research sought answers to such questions about the poverty-intervention organization as: How was it developed and by whom? What were its structure, function and goals? Was there a discernible organizational model? Concerning the Economic Opportunity Board, the study asked, among other questions: Who were its members? What were the decision-making processes for poverty programming? Were there significant social-psychological differences between poor and not-poor members of the Board, and if so, what part did such differences play in the decision-making processes? About the Target Neighborhood Committees, the research asked such questions as: What were the group dynamics of committees? What processes governed the emergence of indigenous leadership? (Author/JM)

ED 066 532 UD 012 866

Ruchkin, Judith P. Gordon, Edmund W.

Expanding Opportunities in Higher Education: Some Trends and Counter-trends; Access to Higher Education. IRCD Bulletin, Volume 8, Number 1, February 1972.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission Criteria, College Entrance Examinations, Compensatory Education, *Educational Change, *Educational Opportunities, Financial Support, Graduate Study, *Higher Education, *Negro Colleges, *Negro Education, Political Issues, Racial Discrimination, Student Costs, Supreme Court Litigation

The first of two articles, "Some trends and counter-trends," is a retrospective analysis of both the trends that have supported expanded higher

educational opportunities and of intervening issues that have interfered with the inherently expansionist trends. A subtle but crucial distinction is made between trends towards expanded opportunities in employment, housing, and education in the context of legal and mass demonstrations extending the protection of the Fourteenth Amendment to a wider segment of the citizenry; and trends toward an inherently educational response stemming from academic momentum and commitment to the training of an enlarged and more diversified student population. This suggests an examination of those trends that have supported expansion of higher educational opportunities as well as those that ran counter more by virtue of alternate emphases and commitments than any direct opposition. The second article, "Access to higher education," examines some of the political and social factors involved in expanding opportunities for higher education. Among these factors are: the role of the black college; the assassination of Martin Luther King; Supreme Court litigation; discriminatory systems of secondary and elementary education, especially with respect to tracking; and, the development of scholarship programs. (JM)

ED 066 533 UD 012 867

The Federal Program of Aid to Educationally Deprived Children in Illinois Can Be Strengthened. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 22 Jun 72

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Problems, Compensatory Education Programs, Disadvantaged Youth, Educational Needs, Educational Resources, Federal Aid, *Federal Programs, *Program Development, *Program Evaluation, Resource Allocations

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Programs, *Illinois

This report concerns the review by the General Accounting Office of the operation of the fiscal year 1970 programs, funded under Title I of the 1965 Elementary Secondary Education Act and certain aspects of the 1971 programs of the Illinois State educational agency, and of the Chicago, Harrisburg, and Rockford local educational agencies. The local agencies expended about 26.6 million dollars, \$102,000, and \$544,000 respectively, of the 47 million dollars of Title I funds expended in Illinois for the fiscal year 1970 program. Under the Title I program, the three local educational agencies implemented projects that provided new or additional services which otherwise might not have been available, or which would have been available only on a limited basis, to educationally deprived children. For example, contrary to Office of Education guidelines, the local educational agencies did not establish measurable objectives nor adopt specific procedures to evaluate the success of their major Title I project activities. The objectives listed by the local agencies in their project applications were generally held to be vague and were not stated in measurable terms by the types of changes sought and the degree of change expected in the child's performance. (Author/JM)

ED 066 534 UD 012 868

Blayton, Ethel Ryals, Joseph

Hardnett Elementary School, 1970-71. Research and Development Report, Volume 5, Number 14, May 1972.

Atlanta Public Schools, Ga.

Pub Date May 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Elementary Schools, *Organizational Climate, *Program Evaluation, Reading Instruction, Reading Materials, *Reading Programs, Relevance (Education), Remedial Reading, Southern Schools, Teacher Morale, Teaching Techniques

Identifiers—Elementary Secondary Education Act Title I Program, ESEA Title I Programs, *Georgia

The Hardnett Elementary School, some of whose activities are funded under Title I of the 1965 Elementary Secondary Education Act,

serves predominately low-income pupils. Since many of these pupils were identified as severely deficient in reading, the instructional program for the 1970-71 school year focused on improving achievement in this area. In this regard, the school staff with the assistance of the staff of the Division of Research and Development evaluated the reading program with reference to its impact on the performance of pupils. The primary goal of the program was to provide more relevant activities for the pupils such that improvement in reading could be evidenced by pupils' performance on standardized tests. To assist the regular school staff in meeting the educational needs of the pupils, Hardnett received the services of the following programs: (1) Title I program; the school was eligible for such Title I program services as reading materials and three educational aides to work with the reading program. (2) Comprehensive Instructional Program (CIP); the primary purpose of the CIP was to guide and assist with the reading programs in schools where large percentages of pupils were below grade levels in reading. During the school year, Hardnett received reading materials along with the services of a CIP coordinator. (Author/JM)

ED 066 535 UD 012 869

Ireland, Vera M. Lauchner, Jan

Luckie Street Elementary School, 1970-71. Research and Development Report, Volume 5, Number 36.

Atlanta Public Schools, Ga.

Pub Date Mar 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, Counseling Programs, *Elementary Schools, *Experimental Schools, Health Education, Instructional Programs, Parent Participation, *Program Evaluation, *Public Schools, Reading Programs, Teacher Aides, Tutorial Programs, Typewriting, Volunteers

Identifiers—*Georgia

The goal for the instructional program at Luckie Street Elementary School was to improve instruction in all subject areas at all grade levels. However, reading was identified as the subject area which would be emphasized in grades one through seven, with special help for grades one through three, through the Comprehensive Instructional Program. The special or supplementary programs were aimed at enriching and/or strengthening the regular instructional program. The goals or objectives of some of the programs are as follows: (I) Reading programs: the overall objective was that pupils gain at the rate of one grade level per year; (II) Volunteers for Reading: the goal was to assist teachers with the instruction of reading; (III) Tech Brother Programs: the goal of this program, involving 24 Georgia Tech Students working with 24 pupils on a one-to-one basis, was to provide the pupil with a model male image while engaging in remedial tutorial and enrichment activities; and, (IV) Program for Education and Career Exploration: the overall goal was to provide pupils with experiences and information that will serve to help them formulate a basis upon which appropriate educational and occupational choices can be made at future major decision points. (Author/JM)

ED 066 536 UD 012 870

Nixon, Richard M.

Busing and Equality of Educational Opportunity.

Message From the President of the United States Relative to Busing and Equality of Educational Opportunity, and Transmitting a Draft of Proposed Legislation to Impose a Moratorium on New and Additional Student Transportation. Message and Accompanying Papers Referred to the Committee of the Whole House on the State of the Union...

Executive Office of the President, Washington, D.C.

Pub Date 20 Mar 72

Note—25p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$0.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bus Transportation, Educationally Disadvantaged, *Educational Opportunities, Educational Policy, Equal Education, Federal Legislation, Integration Effects, *Integration Litigation, *Integration Methods, Negro Education, Negro Students, Political Issues, *School

Integration, Student Transportation, Supreme Court Litigation

This address to the Congress focuses on proposals by the President which he wished that Congress would enact, "two measures which would together shift the focus from more transportation to better education, and would curb busing while expanding educational opportunity." These are: (1) the Equal Educational Opportunities Act of 1972 and (2) the Student Transportation Moratorium Act of 1972. In his message, the President deals at length with "the fears and concerns" relating to the busing issue, and asserts that the objectives of the reforms he proposes are: "to give practical meaning to the concept of equal educational opportunity, to apply the experience gained in the process of desegregation, and also in efforts to give special help to the educationally disadvantaged, to ensure the continuing vitality of the principles laid down in *Brown v. Board of Education*, to downgrade busing as a tool for achieving equal educational opportunity, and to sustain the rights and responsibilities vested by the States in the local school boards." The President's message is followed by a full text of the two bills to be enacted. (Author/RJ)

ED 066 537 UD 012 871

Brown, Jeannette A. And Others
Changing Culture Perceptions of Elementary School Teachers. ED Occasional Paper Number 9.

Virginia Univ., Charlottesville. School of Education.

Pub Date Apr 72

Note—31p.

Available from—ED Publications, Curry Memorial School of Education, University of Virginia, 164 Rugby Road, Charlottesville, Virginia 22903

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *Class Management, Classroom Observation Techniques, Discipline, *Elementary School Teachers, *In-service Teacher Education, Student Behavior, Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior, *Teacher Workshops, Training, Training Techniques, Video Tape Recordings

Identifiers—Virginia

The Portsmouth Project attempted to develop a consciousness in teachers of how they acted in their own classrooms and of the effect their behavior had on the learning environment of children. A basic assumption of the program was that teachers will change their style of interacting with students in the classroom if they become more aware of their own behavior. Given an opportunity to examine their own teaching techniques and to form models of desired behavior, teachers will create more effective classroom learning climates for their charges. Not only will the training sessions be positively perceived by teachers, but the modified teacher behavior will have a positive impact on the pupils. The Portsmouth test situation, therefore was designed to provide teachers with such an opportunity to observe, discuss, and analyze themselves and others on video-tapes. The solution to eradicating disciplinary practices detrimental to learning seems to the authors to rest in providing teachers with systematic training in classroom management. The format of the training sessions was designed to provide teachers with these opportunities through observation, discussion, and analysis of video tapes. Not only will the training sessions be positively perceived by teachers, but the sessions will also have a positive impact on the pupils. (Author/JM)

ED 066 538 UD 012 891

Townsend, H. E. R.
Immigrant Pupils in England: The L. E. A. Response.

National Foundation for Educational Research in England and Wales, London.

Pub Date 71

Note—136p.

Available from—National Foundation for Educational Research in England and Wales, 2 Jennings Building, Thomas Avenue, Windsor, Berks, SL4 1QS, England (\$5.50)

Document Not Available from EDRS.

Descriptors—Acculturation, Bias, Bilingualism, Cultural Factors, Culture Conflict, Decentralization, *Educational Administration, *Educational Problems, *Immigrants, *Migrant Children, School Surveys, Social Attitudes, Social Integration, Urban Schools

Identifiers—*Great Britain

One difficulty in decentralized school systems is that the experiences of one local educational agency which may be relevant to the work of the others are not readily shareable. To obviate this, in December 1969, the Department of Education and Science (England) commissioned the National Foundation for Educational Research to undertake a two to three year research project starting in April 1970, concerning educational arrangements for schools with immigrant pupils. The purpose of the project was to make available to the Department, Local Educational Agencies (LEA's), staffs of schools, colleges and universities, and, in fact, to all concerned in education in multi-racial schools, the fullest information of current practices and something of their impact on children and teachers in the schools. The project was planned in three stages: a survey of administrative provisions in LEA's; a survey of organization in a sample of primary and secondary schools; and, intensive observation and attitude assessment in a smaller sample of schools. (Author/JM)

ED 066 539 UD 012 892

Cordasco, Francesco And Others
Puerto Ricans on the United States Mainland: A Bibliography of Reports, Texts, Critical Studies and Related Materials.

Pub Date 72

Note—160p.

Available from—Rowman & Littlefield, Totowa, N. J. (\$12.50)

Document Not Available from EDRS.

Descriptors—Bilingual Education, Bilingual Students, *Cultural Factors, *Economic Factors, Educationally Disadvantaged, *Educational Problems, *Immigrants, Migrant Children, *Puerto Ricans, Social Factors, Spanish Speaking

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII Programs, New York, Puerto Rico

The contents of this annotated bibliography are divided into six parts, prefaced by a general description of the conditions and problems of the Puerto Ricans on the United States mainland. Part I comprises a list of general bibliographies. Part II concerns "The island experience," and first lists general works and then specific works. Part III concerns "The migration to the mainland." Part IV concerns "The mainland experience," and first lists general studies and then studies specifically concerning conflict and acculturation. Part V focuses on "The mainland experience: education." In the first of three sections, it lists unpublished materials; then unpublished and published materials from the New York City Board of Education; and, finally, general studies. Part VI, "The mainland experience: the social context," first lists materials on "health, employment, and related social needs," and then on miscellaneous topics. (JM)

ED 066 540 UD 012 893

Clark, Kenneth B. And Others

The Educationally Deprived: The Potential for Change.

Metropolitan Applied Research Center, Inc., New York, N.Y.

Spons Agency—Hazen Foundation, New Haven, Conn.

Pub Date 72

Note—219p.; Based on a conference on "The Education of Minority Children: New Directions for Old Problems," sponsored by the Hazen Foundation and the Metropolitan Applied Research Center

Available from—Metropolitan Applied Research Center, Inc., 60 East 86 Street, New York, N.Y. 10028 (\$2.95)

Document Not Available from EDRS.

Descriptors—Achievement Gains, Aspiration, Changing Attitudes, *Compensatory Education Programs, *Educational Change, *Educational Disadvantage, Educationally Disadvantaged, Educational Opportunities, Educational Parks, Federal Aid, *Motivation, Negro Education, *Racial Differences, Urban Education

The Hazen Foundation authorized a study on the causes and implications of racial differences in academic motivation, with the longrun goal of improving higher educational opportunities for Negroes. The final phase of this study was a work conference by theorists and practitioners for discussion of the findings from two separate

research methods. This book represents a synthesized presentation of the findings and discussion on the problem of motivation and the learning process. The papers presented at the work conference are the first several chapters of each section. These papers are: "Cultural deprivation theories: their social and psychological implications," Kenneth B. Clark; "Behavioral and environmental limits of change," Martin Deutsch; "Changing aspiration, images and identities," Hylan Lewis; "A review of the issues and literature of cultural deprivation theory," Kenneth B. Clark and Lawrence Plotkin; "Political and social limits of change," Francis Keppel; "The Metropolitan Education Park; its potential for change," Thomas F. Pettigrew; and, "Education for employment in human-service occupations," Frank Reissman and Alan Gartner. The papers are followed by an edited account of the debate on the ideas and findings presented. (JM)

ED 066 541

UD 012 894

Owen, John D.

An Empirical Analysis of Economic and Racial Bias in the Distribution of Educational Resources in Nine Large American Cities.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—JHU-R-47

Bureau No.—BR-6-1610

Pub Date Oct 69

Grant—OEG-2-7-061610-0207

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bias, Educational Facilities, Educational Finance, Educational Policy, *Educational Resources, Effective Teaching, Neighborhood, *Racial Discrimination, *Resource Allocations, *Social Discrimination, Socioeconomic Status, Teacher Characteristics, *Teacher Distribution, Teacher Placement, Urban Education

Empirical evidence is presented consistent with the hypothesis that instructional expenditures are distributed unequally, and that less is spent on non-white and poor students than on others in large American cities. The most experienced teachers are generally to be found in schools attended by the less poor white children. More important, the verbal ability of teachers, an important predictor of teacher effectiveness (although not highly correlated with salary or experience) is also higher in these schools. An analysis of the physical plant—as measured by age of building, size of grounds, and presence of special facilities—further suggests that the allocation of physical resources may also be influenced by the economic characteristics of the neighborhood. The results of such discrimination are, of course, that less-favored groups receive a lower quality education, on the average, than the average middle-class or white child. This unequal treatment might have been predicted on the basis that poor and non-white groups have least political power and social status; an analysis of the tensions that would be created by a system of equal expenditures in cities heterogeneous in social and economic makeup would further suggest the existence of such discriminatory education. (Author/JM)

ED 066 542

UD 012 897

[Notes on Busing and School Integration in White Plains, Pasadena, and Harrisburg.]

California Univ., Riverside. Western Regional School Desegregation Projects.

Pub Date 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Gains, *Bus Transportation, Elementary School Students, *Integration Effects, *Integration Methods, Negro Students, Racial Integration, Residential Patterns, School Community Relationship, *School Integration, *Student Transportation

Identifiers—California, New York, Pennsylvania

This document includes five articles: (1) "Supt. Hornbeck blasts ten school busing myths, sells system to area realtors," by Tom Livingston and reprinted from the Pasadena "Star-News," Nov. 17, 1971. (2) "How can transportation be assigned so as to limit the burden of busing?," including an introduction by Kathleen Siggers and a reprint from a leading newspaper, telling of how

integration affected the everyday lives of two families in one community when the local school district set about making desegregation as equitable as possible for all groups; (3) "White flight," an exchange of correspondence between Dr. Eleanor Blumenberg, Western Director of Education, Anti-Defamation League of B'nai B'rith, and Dr. Ralph Hornbeck, Superintendent of the Pasadena United School District; (4) "A message of hope," The beginning of the new human understanding, excerpts from the testimony of Dr. David Porter, Superintendent, Harrisburg Public School District to the Select Committee on Equal Educational Opportunity, chaired by Senator Walter Mondale; and, (5) "White Plains public schools report," which summarizes the nation's first six-year longitudinal study of elementary grade pupils' achievement and progress in reading and arithmetic—before and after school integration. (JM)

ED 066 543 UD 012 900
F. O. O. D.: Focus on Optimum Development; A Final Proposal.

Durham City-County Schools, N.C.

Pub Date 26 Feb 71

Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Breakfast Programs, Disadvantaged Youth, Economically Disadvantaged, Federal Aid, *Federal Programs, Food Service, Health Programs, Hunger, *Lunch Programs, Nutrition, *Program Administration, Program Development, *State Programs, Urban Youth Identifiers—North Carolina

This project provides school authorities with the stimulus and funds to take leadership, on behalf of children living in circumstances of poverty, in utilizing the participation of parents and bringing about coordination between the school and community agencies providing services to meet the physical and mental health, and nutritional and educational needs of such children. The objective of the program is to increase the physical and mental health, and nutrition and education of children living in circumstances of poverty by effecting cooperation and coordination between parents, school, and service providers and a project staff. The services to be coordinated with the school program are primarily those of federally funded programs—the Lincoln Community Health Center, the county Community Mental Health Center, the county Departments of Public Health and Social Services, the ESEA Title I program in the schools, the National School Lunch, Breakfast, Special Milk, and Special Food and Nutrition Service of the U. S. Department of Agriculture administered locally under the school food service department of the city schools, Title XIX Medicaid Program, and Operation Breakthrough (the local O.E.O. Program). Other services provided by local and state agencies and organizations in consultation with other services from universities will also be coordinated with the school program. (Author/JM)

ED 066 544 UD 012 901
Grambs, Jean Dresden, Ed. And Others

Black Image: Education Copes With Color. Essays on the Black Experience.

Pub Date 72

Note—202p.

Available from—Wm. C. Brown Co., Publishers, 135 S. Locust Street, Dubuque, Iowa 52001 (\$2.95)

Document Not Available from EDRS.

Descriptors—Bias, Elementary Education, *History Textbooks, *Negro History, *Racial Attitudes, Reading Materials, Secondary Education, Social Attitudes, Sociology, *Textbook Bias, Textbook Content, Textbook Evaluation, *Textbook Research, Textbooks, United States History

The contents of this book, about the impact on the values of young people which textbooks and other books designed for them from preschool through twelfth grade have by the way they depict black people in the United States, include the following articles: (1) "Storytellers and gatekeepers," J. Janis and P. Franklin; (2) "Black vs. Negro history: what are the issues?", J. Grambs and others; (3) "Why good interracial books are hard to find," B. Glancy; (4) "Dick and Jane" go slumming: instructional materials for the inner-city Negro child," J. Grambs; (5) "Educating for social stupidity: history, government and sociology textbooks," J. Janis; (6) "Their

own thing: a review of seven black history guides produced by school systems," J. Janis; (7) "My brother's keeper: a view of blacks in secondary school literature anthologies," J. C. Carr; (8) "Developing racial tolerance with literature on the black inner-city," J. A. Banks; and, (9) "Black image: strategies for change," J. A. Banks. Appendix I is an "Annotated bibliography of integrated and black books for children," compiled by Barbara J. Glancy. The second appendix is entitled "What people read: a bibliography of research and commentary on the contents of textbooks and literary media," compiled by J. Grambs. (JM)

ED 066 545 UD 012 902
Baty, Roger M.

Reeducating Teachers for Cultural Awareness: Preparation for Educating Mexican-American Children in Northern California. Praeger Special Studies in U. S. Economic and Social Development Series.

Pub Date 72

Note—147p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, N. Y. 10003 (\$12.50)

Document Not Available from EDRS.

Descriptors—Changing Attitudes, *Cultural Awareness, Cultural Background, Cultural Education, Culturally Disadvantaged, Disadvantaged Youth, *Inservice Teacher Education, *Mexican Americans, Program Evaluation, Self Esteem, Socially Disadvantaged, Student Teacher Relationship, *Teacher Attitudes, Teacher Background Identifiers—*California

This is a report of an action-research study, designed to determine the effect of exposure to cultural, social, and economic diversity on selected attitudes of elementary school teachers. The research developed two thrusts. One was to investigate the effects of exposure to the usual classroom situation on teacher tolerance and teacher optimism. The other was to investigate the effects of exposure to an in-service training program, in addition to the usual classroom situation. The dependent variables—optimism about pupil, potential to achieve, and tolerance of minority self-assertiveness—were selected for their relevance to current inquiry in the broad area of preparing teachers to work more effectively with urban and suburban children. The goals of the in-service training program were to increase the teacher's understanding of the cultural background of the Mexican-American child, and to help the teacher find ways to increase the child's self-esteem. The goals would be accomplished, it was assumed, if teachers who participated became aware of their cultural blinders—their own assumptions—became more concerned to learn about the cultural backgrounds of all their youngsters, not just Mexican-Americans. The course consisted of ten three-hour evening sessions held in a local school. Each session had three parts: (1) Lecture; (2) Question-and-answer period, followed by a coffee break; and, (3) Discussion groups. (Author/JM)

ED 066 546 UD 012 914
James, Charity

Young Lives at Stake: the Education of Adolescents.

Pub Date 68

Note—268p.

Available from—Agathon Press, Inc., 150 Fifth Avenue, New York, N. Y. 10011 (\$6.95)

Document Not Available from EDRS.

Descriptors—Adolescence, *Curriculum Development, Curriculum Planning, Educational Administration, *Educational Change, Individual Needs, Learning Processes, *Secondary Education, Secondary School Students, Student School Relationship, Student Teacher Relationship, *Teacher Role, Teaching Methods Identifiers—*England

Part one of this book, Introductory, discusses such topics as the needs of the adult world to develop talent, an inclusive culture, and a participant democracy; the economic function of education; and, the dysfunctional nature of the typical secondary school day. Part two, A New Style of Secondary School, includes four chapters: (1) Everybody can Grow, which discusses the role of the teacher in educational change; (2) Collaborative Learning, which discusses new teaching methods and different ways of arranging classrooms; (3) Rationale of Curriculum; and, (4)

Enquiry, Making, and Dialogue, which discusses three enterprises in which students can learn actively and participatively. Part three, Idea in Action: The Collaborative School, is a comprehensive design for an experimental secondary school, and includes four chapters: (1) The Organization of the Curriculum; (2) Diversity without Division; (3) Evaluation, Appraisal and Counselling; and, (4) Changing Roles in a Changing Situation. (JM)

ED 066 547 UD 012 915
Nixon, Richard M.

Remarks of the President on Nationwide Radio and Television; Message to the Congress; Fact Sheet: Message on Busing; Student Transportation Moratorium Act of 1972; Equal Educational Opportunities Act of 1972.

Executive Office of the President, Washington, D.C.

Pub Date 17 Mar 72

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bus Transportation, *Educational Legislation, *Educational Opportunities, Educational Policy, Educational Resources, Equal Opportunities (Jobs), Federal Aid, *Federal Legislation, Integration Litigation, *Integration Methods, Integration Plans, Political Issues, Resource Allocations, *School Integration, Student Transportation

Two proposed legislative measures are discussed in this document. The first is "The Equal Educational Opportunities Act of 1972." This would (1) require that no state or locality could deny equal educational opportunity to any person on account of race, color, or national origin; (2) establish criteria for determining what constitutes a denial of equal opportunity; (3) establish priorities of remedies for schools that are required to desegregate, with busing to be required only as a last resort, and then only under strict limitations; and, (4) provide for the concentration of Federal school-aid funds specifically on the areas of greatest educational need, in a way and in sufficient quantities so they can have a real and substantial impact in terms of improving the education of children from poor families. The second is "The Student Transportation Moratorium Act of 1972." This would provide a period of time during which any future, new busing orders by the courts would not go into effect, while the Congress considered legislative approaches—such as the Equal Educational Opportunities Act—to the questions raised by school desegregation cases. (Author/JM)

ED 066 548 UD 012 918
Carlson, Lewis H., Ed. Colburn, George A., Ed.

In Their Place: White America Defines Her Minorities, 1850-1950.

Pub Date 72

Note—370p.

Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, N. Y. 10016 (\$4.95)

Document Not Available from EDRS.

Descriptors—African American Studies, American History, *American Indians, *Anglo Americans, Caucasians, Chinese Americans, *Ethnic Groups, *Ethnic Stereotypes, Immigrants, Japanese Americans, Jews, Mexican Americans, Minority Groups, *Negroes, Racism

This sourcebook includes addresses by American Presidents, speeches by Congressmen and Senators, decisions by the U. S. Supreme Court, and articles in prestigious scholarly journals, popular fiction, and mass-circulation magazines, which were sampled over a 100-year period from 1850 to 1950. Each of seven parts discusses such topics as the image of the particular group in literature, scientists and the group, the legal status of such groups, and the segregation of the groups from "mainstream" American life. Part I discusses the American Indians; Part II the Afro-Americans; Part III the Chicanos; Part IV, the Chinese Americans; Part V, Japanese-Americans; Part VI, Jewish-Americans; and, Part VII, the Anglo-Saxon and the new immigrant. A list of selected readings is included. (JM)

ED 066 549 UD 012 919
Lloyd, Dee Norman

Multiple Correlation Analysis of Antecedent Relationships to High School Dropout or Graduation. Project MHSC-1: Antecedents of Educational Attainment.

114 Document Resumes

National Inst. of Mental Health, Bethesda, Md.
Mental Health Study Center.
Report No.—Lab-Pap-21
Pub Date Nov 67
Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, Correlation, *Dropout Identification, Educational Diagnosis, *Educational Experience, *Family Background, Females, Males, *Multiple Regression Analysis, Negro Students, *Prediction, Predictive Validity, Racial Differences, Sex Differences, Socioeconomic Status

The study reported here was directed at an identification and analysis of characteristics related to secondary school dropout or graduation that are evident in the sixth grade. Subjects used in this investigation were 1090 white males—307 dropouts and 783 graduates; 1100 white females—200 dropouts and 900 graduates; 166 Negro males—69 dropouts and 97 graduates; and, 129 Negro females—56 dropouts and 73 graduates. Subjects were drawn from a larger cohort of 4075 students that comprised the total regular enrollment of a county school system in the sixth grade in 1954. Multiple correlation analyses were performed with 21 measures available in school records in the sixth grade. These variables were correlated with the criterion of subsequent withdrawal or graduation from high school. Analyses were conducted separately for each of four race and sex groups and for the four groups combined. Although different patterns of variables were found to differentiate dropouts and graduates in the race and sex subgroups, there was a general similarity across all samples in that one or two measures of achievement or ability, age in the sixth grade which was considered to be predominantly a measure of school retention, absence, and one or two measures of family background appeared in each of the four samples. (Author/JM)

UD 012 920

Cooper, Paulette, Ed.
Growing up Puerto Rican.
Pub Date 72
Note—186p.

Available from—Arbor House Publishing Co., Inc., 757 Third Avenue, New York, N. Y. 10017 (\$7.40)

Document Not Available from EDRS.

Descriptors—*Adolescents, *Autobiographies, Biographical Inventories, Early Experience, Economically Disadvantaged, Educational Experience, Ghettoes, Inner City, *Narration, Social Discrimination, Social Experience, Socially Disadvantaged, Urban Environment, *Young Adults

Identifiers—Puerto Rico

This volume contains the narratives of 17 Puerto Rican young adults, describing the major events in their life histories to the editor. They were interviewed in their homes and schools, at work, and in the streets. Among the narratives are the accounts of Fernanda, who was told she was too stupid to bother studying, and who now has a master's degree; Juan, who went through a drug experience until he found his way back; Miguel, proud of being Puerto Rican, resentful of white girls; Rodriguez, called "Lousy Spic" in New York, and "Gringo" in Puerto Rico; Mario, half-black, half-Puerto Rican, and denounced for both; Carmelia, once nearly killed by a drug addict; and Rosita, who shares with them the sense that Puerto Ricans are different—"But good different." (Editor/JM)

UD 012 921

Greer, G. L.
A Report on the Title I, ESEA, Reading Activity in the Darlington Area School During 1971-72.
Darlington County Schools, S.C. Area 1.
Pub Date Jun 72
Note—26p.

Available from—G. L. Greer, Coordinator, Title I ESEA, Darlington Area Schools, P. O. Box 494, Darlington, S. C. (Price not known)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, Compensatory Education Programs, Disadvantaged Youth, Educational Diagnosis, *Educational Technology, Elementary School Students, *Individualized Reading, Inservice Teacher Education, *Program Evaluation, *Reading Programs, Secondary School Students, Teaching Methods
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, South Carolina

The objectives of this reading program, funded under Title I, Elementary Secondary Education Act, were as follows: (1) students (grades two through seven) shall show an average gain of one month's growth in total reading for each month of participation in the program; (2) third grade students shall score an average 80 percent efficiency on recognition of basic sight words; (3) and, fifth grade students will read a selected paragraph, silently and orally, and answer four or five comprehension questions. The range 51 to 90 percent efficiency was considered the instructional level for all students. The program requires the active involvement of the classroom teacher in both the Reading Skills Centers (one per school) and in the normal classroom setting. Provision is made for intensive pre-training and continuous in-service training of the entire faculties of the two elementary schools and the language arts teachers of the middle school participating in the program. The program was developed and administered in collaboration with a private consulting company specializing in innovative educational technologies. The intensive involvement of administrators, students and parents was also required. Each Center was initially staffed with a full time director and one teacher aide. The classroom teacher accompanies his students to the Center. (JM)

UD 012 927

Brickman, William W., Ed. Lehrer, Stanley, Ed.
Education and the Many Faces of the Disadvantaged: Cultural and Historical Perspectives.
Pub Date 72
Note—452p.

Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, N. Y. 10016 (\$5.95)

Document Not Available from EDRS.

Descriptors—*American History, American Indians, Compensatory Education Programs, *Culturally Disadvantaged, *Economic Disadvantage, *Educational Problems, Ethnic Groups, Federal Programs, Immigrants, Lower Class, Middle Class, Negroes, Rural Population, *Social Disadvantage, Urban Population

This book examines various types of the disadvantaged in the United States, uncovers reasons for the multifaceted problem of social deprivation, and indicates constructive ways, through education, of helping the disadvantaged. Attention is also focused on the poor and disadvantaged in foreign lands. There are ten parts to the volume: the disadvantaged in urban America; the black American; the Spanish-speaking American; the North American Indian; the immigrant and refugee in America; the rural poor and America's undereducated adult; the middle class as culturally deprived; the culturally disadvantaged reader; the teacher and Federal programs for the disadvantaged; and, the disadvantaged in international perspective. Also included is an extensive bibliography on the school and the children of the poor. (Author/JM)

VT

UD 014 690

Kievit, Mary Bach
A Review and Synthesis of Research on Women in the World of Work.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-56

Pub Date 72

Note—99p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Bibliographies, Career Ladders, Employment Opportunities, Equal Opportunities (Jobs), *Literature Reviews, Occupational Guidance, Promotion (Occupational), *Research Reviews (Publications), Vocational Counseling, *Vocational Education, *Working Women

Materials dealing with gainful employment of women, opportunities for employment and advancement, and maximizing opportunities as a means of personal satisfaction and as a contribution to society, were reviewed from the international and national perspective, and as current

trends and issues. Realizing that vocational educators have a vital role to play in the full realization of economic rights for women, recommendations for action include: (1) increasing opportunities for developing vocational awareness in relation to aptitudes, abilities, and interests, (2) improving counseling for career choice going beyond the feminine occupations, (3) recruiting girls into programs preparing for employment in a wider range of occupations and career ladders, (4) directing attention to preparation for the dual role of homemaker and employee, and (5) initiating various research and action efforts to modify attitudes of students, teachers, parents, and employers which place artificial restrictions on occupations of women. (SB)

VT 014 707

Stromsdorfer, Ernst W.
Review and Synthesis of Cost-Effectiveness Studies of Vocational and Technical Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-57

Pub Date 72

Note—151p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bias, Community Benefits, *Cost Effectiveness, Employment Programs, Manpower Development, *Methodology, Program Costs, Program Effectiveness, *Program Evaluation, *Research Reviews (Publications), Sampling, Statistical Analysis, Technical Education, *Vocational Education

Identifiers—Manpower Development Training Act, MDTA

The methodology to perform benefit-cost studies exists, but there is much ambiguity concerning the implications of such studies as a result of using faulty methodology. For example, control groups are a necessity, as are adequate sampling procedures and adjustment for non-response bias and self-selection bias, and all studies do not employ this methodology. Another limitation is that currently a benefit-cost study will only show whether or not a program appears to pay. Further judgments must be made on whether to expand or cut back the program, and what to give up or take on. In spite of these and other limitations, benefit-cost analysis intersects a systematic analysis into a previously judgmental area. The cost and methodological limitations of such studies will inhibit their immediate widespread adoption. This study, written for non-economists, surveys the various approaches to improving the analysis of vocational education and related manpower training programs. (CD)

VT 015 420

American Industry Instructor's Guide. Level I, Parts I and 2.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—CVTE-000651

Note—975p.; PAES Collection

EDRS Price MF-\$0.65 HC-\$32.90

Descriptors—Activity Learning, Answer Keys, Behavioral Objectives, *Industrial Education, *Industry, Instructional Media, *Junior High Schools, Lesson Plans, *Project Training Methods, Simulation, Student Testing, *Teaching Guides, Visual Aids, Worksheets

Identifiers—Economic Awareness, Educational Awareness

This comprehensive teaching guide for an 18-36 week course in American industry for the junior high grades contains seven units with detailed lesson plans, which focus on establishing and running a student business. Developed by educational specialists, the unit plans provide teaching suggestions, instructional media, behavioral objectives, and class activities. Teacher feedback sheets, unit tests with answer keys, student worksheets, line drawings, and transparencies supplement the subject content and class discussion guidelines. The instructional materials will enable the student to acquire a broad understanding of American industrial organization. (AG)

VT 015 686

Workington, Robert M.
The Need for Career Education.

Pub Date 72
Note—18p.; Presentation at the Invitational Workshop on Career Education (Washington, D.C., March 1, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Educational Needs, Educational Objectives, *Educational Philosophy, Educational Problems, *Relevance (Education), Speeches, Student Needs

Despite efforts to make education more relevant, the record is still not very encouraging either in terms of human resources or financial investment. Examples of the poor record are: (1) There is increasing segregation between students and the world of work based on the idea that a technological society has no room for individuals, (2) One-third of all high school students enroll in a general education curriculum which leaves them unprepared for either a job or college, (3) Vocational education is still viewed by many as low status education, (4) The value of a college degree is overrated, (5) The present educational system is inflexible in that students are often caught up in premature tracking, and (6) Many students have little or no formal contact with, or preparation for, the world of work during their elementary and secondary years. Career education can help remedy the above situation through career awareness in the early grades and career preparation in the upper grades. Also, it should be noted that career education is for persons of all ages and of all ethnic groups. (JS)

ED 066 557 VT 016 021

Campos, Priscilla Bernadette
Representative Personality Dimensions Characteristic of Different Occupational Choice in the Paramedical Field.

Pub Date Nov 70
Note—260p.; Ed.D. Dissertation, University of the Pacific

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-18,391, MF \$4.00; Xerography \$10.00)
Document Not Available from EDRS.

Descriptors—Affective Tests, Dental Assistants, Forced Choice Technique, Health Occupations Education, *Individual Characteristics, Measurement Goals, Medical Assistants, Nursing, *Occupational Choice, *Paramedical Occupations, *Personality Studies, *Psychological Needs, Statistical Analysis, Test Interpretation, Work Environment

Identifiers—Career Awareness, Edwards Personal Preference Schedule, EPPS

To ascertain differences in the area of non-intellectual characteristics among senior students and successful practitioners in four paramedical groups, data collected by administering the Edwards Personal Preference Schedule (EPPS) were statistically analyzed. This test, measuring the relative strength of 15 personality needs, was given to 396 subjects representing the groups of Registered Nurse, Licensed Vocational Nurse, Medical Assistant, and Dental Assistant. Conclusions indicate that there are significant differences in personality needs among the four paramedical vocations. The Registered Nurse group appeared to need an occupational environment allowing room for achievement and leadership. The Licensed Vocational Nurse group and the Medical Assistant group, showing a high need for order, would benefit from a well ordered work environment under the direction of others. The Dental Assistant group would appear to need a semi-social occupational environment providing interaction with others on an affective level. Developmental studies of needs of health occupations students are recommended to contribute to better vocational counseling and implement more relevant health education curriculums. (Author/AG)

ED 066 558 VT 016 023

Greenberg, David H.
Income Guarantees and the Working Poor in New York City: The Effect of Income Maintenance Programs on the Hours of Work of Male Family Heads.

New York City Rand Inst., N.Y.
Spons Agency—New York City Board of Education, Brooklyn, N.Y. Div. of Funded Programs.
Report No.—R-658-NYC

Pub Date Mar 71
Note—114p.

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Family Income, *Guaranteed Income, *Heads of Households, Labor Force, Labor Supply, *Males, Poverty Programs, Poverty Research, Program Costs, Tables (Data), *Welfare, Welfare Recipients, *Working Hours

Identifiers—Negative Income Tax, New York City

The Family Assistance Plan and the President's Commission on Income Maintenance Programs are both proposals which incorporate a negative income tax provision and which are aimed at reforming the present welfare system. This study is concerned with the effect these proposed income supplements will have on work decisions of male heads of families in New York City. More specifically, data from the 1967 Survey of Economic Opportunity and information concerning the labor market and family incomes were used to estimate the likely impact of these programs on work decisions, the costs of the programs, and whether there should be voluntary state or local supplementation of federal payments. Findings of the study include: (1) There is evidence indicating that the hours of work of male heads of families in New York City are more responsive to changes in economic incentives than the hours of work of male family heads in the rest of the nation, and (2) If the Family Assistance Plan is enacted, there will be an appreciable reduction in the supply of low-wage male labor. (JS)

ED 066 559 VT 016 040

School, Community and Youth. Statewide Evaluation of Part G Programs in Cooperative Vocational Education in the State of Illinois/1971-1972.

Southern Illinois Univ., Carbondale.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date 31 May 72
Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cooperative Education, Dropout Characteristics, *Dropout Prevention, Dropout Research, *Dropouts, Family Background, Instructor Coordinators, Program Costs, *Program Evaluation, Student Characteristics, Student Needs, Tables (Data), *Vocational Education

Identifiers—Career Exploration, Illinois, Vocational Education Acts

Two types of educational programs were designed to reach the potential dropout of 14-15 years of age and the early school leaver. The first program, known as the Work Experience and Career Exploration Program (WECEP), was developed to expose potential dropouts to the world of work and to impress upon them the importance of a high school education. The second program, the Early School Leaver Program (ESL), provides an opportunity to upgrade job skills by exploring the world of work and by acquiring greater academic skills. This document represents an evaluation of these programs and includes research data on: (1) student characteristics, (2) the health study, (3) sleep and nutrition patterns, (4) student gains, (5) program characteristics, (6) teacher-coordinator profile, (7) program administration, (8) costs allowed to employers and students, and (9) applications of a cost-benefit model to programs in cooperative vocational education. (JS)

ED 066 560 VT 016 094

Distributive Education Special Needs Consideration: The Disadvantaged.

New Jersey State Dept. of Education, Trenton.
Div. of Vocational Education; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.; Wilson School - State Home for Boys, Jamesburgh, N.J.

Pub Date Jan 72
Note—21p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Building, Kilmer Campus, New Brunswick, New Jersey 08903 (\$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conceptual Schemes, *Cooperative Education, *Curriculum Design, *Disadvantaged Youth, *Distributive Education, Identification (Psychological), Relevance (Education), Self Concept, Work Experience Programs

Identifiers—Beginning Competence, Self awareness

The purpose of this project report is to present a conceptual curriculum design for the development of programs that will increase effectiveness in providing meaningful, relevant educational programs for the disadvantaged. In order for learning to take place, educational programs for the disadvantaged should focus initially on personality enhancement. Cooperative education programs enhance personality development by allowing students to achieve an adequate self concept and identification and aiding in the developmental tasks of growth. Two approaches are suggested for initiating disadvantaged youth into cooperative programs at Grade 9. One conceptual scheme is offered for school systems which incorporate a program of career exploration in the elementary years (K-8), thus allowing disadvantaged students to smoothly flow into a distributive program at Grade 9. The other conceptual scheme is designed for the traditional school setting but recommends as a possible dropout prevention measure that entrance into distributive programs be initiated at Grade 9 instead of Grade 11. This report includes a discussion of the two approaches along with a definition of special needs students, characteristics and specific educational needs of the disadvantaged, and qualities of exemplary programs. (SB)

ED 066 561 08 VT 016 131

Starr, Harold Dieffenderfer, Richard A.
A System for Statewide Evaluation of Vocational Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—R&D-Ser-69

Bureau No.—BR-7-0158

Pub Date May 72

Grant—OEG-3-7-000158-2037

Note—178p.; 1972 Revision

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Data Processing, Educational Accountability, Educational Objectives, Information Needs, Measurement Instruments, *Program Evaluation, *Program Planning, *State Programs, *Systems Approach, *Vocational Education

Developed as a result of nearly 3 years of development and revision, this evaluation system is designed to assist vocational education management in program planning, accountability, and reporting responsibilities. It was conceptualized within the framework of a management by objectives approach to program planning, but is compatible with other planning systems, and is flexible enough for adaptation to operational requirements of different states. The system insures a core of evaluative data for program planning, or for special studies of program effectiveness. State or local agencies can operate the system under the direction of one professional staff person (less than full time) with a full time secretary, with an additional operating cost estimated at 25 to 30 cents per student. The Center is prepared to assist vocational agencies in the states to install and adapt the evaluation system. Charts, forms and tables illustrate this document describing the system. Previous related reports are available as ED 032 456 and ED 041 121. (CD)

ED 066 562 VT 016 244

Master Plan for Career Education.

Beaverton School District 48, Ore.

Pub Date Feb 72

Note—129p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Educational Objectives, *Educational Planning, Educational Policy, *Guidelines, *Master Plans, Models, Program Administration, Program Development, Program Evaluation

Identifiers—Beaverton School District, Oregon

Career education is a developmental process through which students discover their interests and talents, explore career opportunities, establish realistic and defensible career objectives, and develop a degree of employability. This publication reports the efforts utilized by the Beaverton School District, Oregon, in developing a master plan for career education encompassing these goals. In addition to a review of development activities, the publication also contains guidelines for developing and maintaining programs at the elementary, intermediate, and high school levels and a three-phase evaluation model.

The guidelines consist of a series of tasks grouped into the areas of: (1) curriculum, (2) evaluation, (3) facilities, (4) guidance, (5) inservice, (6) personnel, (7) policy, (8) public relations, (9) resources and materials, and (10) transportation. (SB)

ED 066 563 VT 016 245

Sussman, Marvin B. And Others
Rehabilitation Occupations for the Disadvantaged and Advantaged. A Program of Research on Occupations and Professions in the Field of Rehabilitation. Annotated Bibliography.
Case Western Reserve Univ., Cleveland, Ohio. Dept. of Sociology.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No.—WP-1

Pub Date May 71

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Career Ladders, *Disadvantaged Groups, Human Services, Occupations, *Professional Personnel, *Rehabilitation Counseling, Role Conflict, Role Perception, *Subprofessionals

Identifiers—Advantaged

In connection with a study on rehabilitation occupations for the disadvantaged and the advantaged, a literature search was conducted to find books, articles, pamphlets, and publications on the use of paraprofessionals. Entries selected for inclusion in the annotated bibliography are categorized and cross-referenced according to: (1) Professional Characteristics, (2) Professional-Paraprofessional Roles and Relationships, (3) Paraprofessional Career Ladders and Training, (4) Client versus Organization Identification, and (5) Community Issues. Individual entries are listed either by author or title and include date of publication and annotation. The bibliography also includes an author index. (JS)

ED 066 564 VT 016 255

Conferences on Career Education.

Spons Agency—Educational Testing Service, Princeton, N.J.

Pub Date May 72

Note—98p.

Available from—Conferences on Career Education, Educational Testing Service, Princeton, N.J. 08540 (\$5.00; or tape—two cassettes each \$5.00)

Document Not Available from EDRS.

Descriptors—*Career Education, Community Colleges, *Conference Reports, Minority Groups, *Program Descriptions, *Program Development, *Program Evaluation, School Community Relationship, School Industry Relationship, Student Needs

Educational Testing Service sponsored two conferences for the purpose of further defining and assessing the impact of career education. Presentations indicating its widespread interest and importance made during the conference were: (1) "Introduction" by William W. Turnbull, (2) "Federal Initiatives and Career Education" by Peter P. Muirhead, (3) "The Nature of Career Education" by Roman C. Pucinski, (4) "1984 Revisited" by Paul Woodring, (5) "Implications of Career Education" by Harold Howe II, (6) "Developing a Career Education Program in Oregon" by Dale P. Farnell, (7) "Developing a Career Education Program in Dallas" by Nolan Estes, (8) "Career Education Dimensions of Community Colleges" by Norvel L. Smith, (9) "The Role of Organized Labor" by Gus Tyler, (10) "Women and Career Education" by M. Barbara Boyle, (11) "The Role of Business and Industry" by Douglas M. Knight, (12) "Meeting the Needs of Minorities" by Charles G. Hurst, Jr., and (13) "Evaluation in Career Education" by Charles F. Ward. These speeches are also available on cassette tapes from the source of availability listed above. (JS)

ED 066 565 VT 016 258

Annual Report (July 1, 1971-June 30, 1972). Institute for Education and Technology.

EDUTEK, Inc., Lincoln, Nebr. Inst. for Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Contract—OEC-0-71-1253

Note—390p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Annual Reports, Career Education, Conference Reports, Curriculum Development, Drafting, Education, Educational Innovation, Instructional Media, *Interagency Coordination, Models, *Program Evaluation, *Projects, Reading Centers, *Regional Laboratories, Regional Programs, Teacher Education, Technology, Vocational Counseling, Vocational Education

Identifiers—EDUTEK, Institute for Education and Technology

The Institute for Education and Technology (EDUTEK) was formed to expand the application of technology to education on a regional basis by organizing and coordinating the resources of educational and governmental agencies, business, and industry. Marking the end of the first year's activities, this report summarizes eight projects coordinated by EDUTEK. These projects were: (1) Conference of State and Regional Education Officials, (2) Demonstration School Project Development, (3) Vocational Materials Preparation, (4) Preparation of Curricular Materials for Training of Vocational-Technical Teachers, (5) Media Institute Materials Preparation, (6) Conference on Evaluation Model, (7) Self-Instructional Career Guidance System Model, and (8) Reading Center Development. (JS)

ED 066 566 VT 016 265

Ramp, Wayne Anderson, Edward
Model Graduate Program in Occupational Education. A Cooperative Study.

Illinois State Univ., Normal; Southern Illinois Univ., Carbondale.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date 30 Jun 72

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, *Administrator Qualifications, College Curriculum, Cooperative Programs, *Educational Administration, Feasibility Studies, *Graduate Study, Individual Development, Internship Programs, *Models, Skill Development, Skills, *Vocational Education

Identifiers—Illinois

The purpose of this research project was to develop a competency-based model graduate program for administrators of vocational education in Illinois. Directed through the joint efforts of two universities, the project involved the identification of 158 administrative competencies and an assessment of how these competencies might be achieved. Other objectives of the study include: (1) determining the feasibility of granting graduate credit for field experience, internship, or proficiency in administration, (2) identifying the problems attendant on cooperative efforts by two or more universities in offering joint graduate programs, (3) determining the feasibility of implementing the model program as part of existing programs within the university structures in Illinois, and (4) identifying component parts of the model program which may be used for developing inservice workshops. A major recommendation of the study states that the 158 competencies should be used to develop a graduate program for vocational education administrators. (JS)

ED 066 567 VT 016 352

Evaluation Study of the Postal Academy Program.

Manpower Administration (DOL), Washington, D.C.

Report No.—DSE-Rep-18

Pub Date Nov 71

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *Disadvantaged Youth, *Dropouts, Enrollment, *Job Training, *Manpower Development, Program Costs, Program Effectiveness, *Program Evaluation

Identifiers—Postal Academy Program

The Postal Academy program was designed in late 1969 to provide basic education skills and job opportunities for disadvantaged school dropouts and to give educational help to postal employees who were unable to qualify for advancement. To determine the effectiveness of the program, this study sought to: (1) identify changes in the students' academic achievement and motivation, (2) assess the effect of the program on the students' employment potential, (3) determine the value of staff development efforts, (4) determine the extent to which Postal Academy

employees are involved in community affairs, and (5) identify characteristics of individuals served by the program. Based on information collected from field visits, interviews, and personal files, several findings and recommendations were stated. Among the findings were: (1) The Postal Academy had enrolled a cumulative total of 1,644 students as of the end of the third term in June 1971, (2) A little more than half of the current enrollees are male, (3) The objective of educating and motivating disadvantaged school dropouts is being achieved, and (4) The objective of upgrading lower-level postal employees was not achieved, which led to this part of the program being discontinued. (JS)

ED 066 568 VT 016 354

Kassel, Myrna Bordon
Community Organization for Allied Health Manpower. Manpower for the Human Services.

Illinois State Dept. of Labor, Chicago, Ill. Human Services Manpower Career Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—Monogr-4

Pub Date Jun 71

Note—132p.

Available from—Office of Research and Development, U. S. Manpower Administration, Washington, D. C. 20210

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Action, *Community Organizations, Educational Programs, *Guidelines, Manpower Development, *Manpower Utilization, Models, *Paramedical Occupations, *Program Development

Identifiers—Human Services Manpower Career Center

This monograph is the fourth in a series summarizing the work progress of the Human Services Manpower Career Center, a special research and development project funded by the U. S. Department of Labor. This report presents a developmental model and guidelines for organizing a working coalition of concerned community groups, for identifying major tasks, and proceeding to problem-solving joint actions. Suggestions for the composition, objectives, and organizational structure of a forces can begin to attack the major problems involved in allied health manpower planning and development. A set of proposed Illinois guidelines for physicians' assistant programs and a description of 25 barriers that restrict effective recruitment, training, and utilization of allied health manpower are appended. Other monographs are available as VT 016 356-016 359 in this issue. (SB)

ED 066 569 VT 016 355

Manpower Policy in Norway. Reviews of Manpower and Social Policies.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 72

Note—247p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N. W., Washington, D. C. 20006 (\$5.25)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Developed Nations, Employment Opportunities, *Foreign Countries, *Government Role, Human Capital, *Manpower Development, *Manpower Utilization, *Public Policy

Identifiers—*Norway

In recent years the Norwegian manpower authorities have recognized the need for reevaluating and reformulating their objectives and functions and the scope of their activities. Problem areas have been identified and steps undertaken to implement recommended solutions. Efforts have been made to improve labor force participation rates, provide labor market services for the highly skilled, increase geographic mobility, and reduce seasonal unemployment. Improvements in vocational preparation and adjustment are still in the discussion phase. A central manpower authority pursuing an active manpower policy is recommended. (BH)

ED 066 570 VT 016 356

Kassel, Myrna Bordon
A Core Curriculum for Entry and Middle Level Workers in Human Services Agencies. Manpower for the Human Services.

Illinois State Dept. of Labor, Chicago, Ill. Human Services Manpower Career Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No.—Monogr-3
Pub Date Jun 71
Note—35p.

Available from—Office of Research and Development, U. S. Manpower Administration, Washington, D. C. 20210

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Associate Degrees, *Community Colleges, *Core Curriculum, Curriculum Development, *Human Services, *Manpower Development, Research Projects, State Agencies

Identifiers—Human Services Manpower Career Center

This monograph is the third in a series summarizing the work progress of the Human Services Manpower Career Center, a special research and development project funded by the U. S. Department of Labor. This volume offers a core curriculum for the training of workers in state human services agencies, geared primarily to the use of the community college for the training of entry and middle level human services generalists. The core curriculum is composed of three basic training components, including those which are relevant to all the human services occupations, those which are specific to the field of work, and those which are specific to the actual job the worker is expected to perform in a particular setting. A core curriculum for a 2-year community college program leading to an associate degree in human services is outlined along with recommendations for improved technology, the application of available new technology for training, and the enrichment of training faculties by the use of agency personnel and community leadership. In addition, several alternative models for the management of the state's training responsibility are offered and evaluated. Other monographs are available as VT 016 354, VT 016 357-016 359 in this issue. (SB)

ED 066 571 VT 016 357

Kassel, Myrna Bordelon

Career Systems in State Human Service Agencies. Manpower for the Human Services.

Illinois State Dept. of Labor, Chicago, Ill. Human Services Manpower Career Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—Monogr-2
Pub Date Jun 71

Note—202p.

Available from—Office of Research and Development, U. S. Manpower Administration, Washington, D. C. 20210

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Career Ladders, Child Care Workers, Correctional Rehabilitation, Employment Opportunities, *Guidelines, *Human Services, *Manpower Development, Mental Health, Occupational Mobility, Promotion (Occupational), *Research Projects, State Agencies, Subprofessionals

Identifiers—Human Services Manpower Career Center

This monograph is the second in a series summarizing the work progress of the Human Services Manpower Career Center, a special research and development project funded by the U. S. Department of Labor. This volume describes the work of the Center in designing career ladders and training programs in the areas of child care and corrections. Also included is a description of the mental health career ladder developed prior to the establishment of the Center. From their experiences in developing the career ladders, the Center has extracted a set of guidelines which would be useful to other agencies committed to the development and implementation of career systems in human services agencies, and these are provided in the report. Texts of the class specifications developed for each of the three career ladders as well as some of the more significant research findings are appended. Other monographs are available as VT 016 354, and VT 016 356-016 359 in this issue. (SB)

ED 066 572 VT 016 358

Kassel, Myrna Bordelon

An Overview of the Work Progress Report. Manpower for the Human Services.

Illinois State Dept. of Labor, Chicago, Ill. Human Services Manpower Career Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No.—Monogr-1
Pub Date Jun 71
Note—43p.

Available from—Office of Research and Development, U. S. Manpower Administration, Washington, D. C. 20210

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Ladders, Core Curriculum, Curriculum Development, Day Care Services, Employment Opportunities, *Human Services, *Manpower Development, Manpower Utilization, *Research Projects, State Agencies

Identifiers—Human Services Manpower Career Center

This monograph is the first of a series summarizing the work progress of the Human Services Manpower Career Center, a special research and development project funded by the U. S. Department of Labor. During its first 2 years of operation, the Center has: (1) undertaken basic occupational research to identify the human services occupations in the Chicago metropolitan area and to develop a conceptual framework for perceiving and structuring jobs in this expanding industry, (2) studied the manpower utilization patterns of several state human services agencies and designed career systems to provide maximum opportunities and new workers, (3) designed a core curriculum for entry and middle level workers in human services agencies, and (4) developed a model for neighborhood-based child care services in the inner city. In addition to describing the origins, objectives, staff, and work progress, the monograph also includes a brief summary of the content of the remaining monographs, available as VT 016 354 and VT 016 356-016 359 in this issue. (SB)

ED 066 573 VT 016 359

Kassel, Myrna Bordelon

Neighborhood-Based Child Care Services for the Inner City. Manpower for the Human Services.

Illinois State Dept. of Labor, Chicago, Ill. Human Services Manpower Career Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jun 71

Note—82p.

Available from—Office of Research and Development, U. S. Manpower Administration, Washington, D. C. 20210

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Ladders, *Child Care Workers, Community Programs, Community Services, Culturally Disadvantaged, *Day Care Services, Disadvantaged Groups, Human Services, Inner City, *Manpower Development, *Models, Neighborhood Centers, Occupational Mobility

Identifiers—Human Services Manpower Career Center

This monograph is the fifth in a series summarizing the work progress of the Human Services Manpower Career Center, a special research and development project funded by the U. S. Department of Labor. This report describes the action taken by a committee of child care workers, educators, welfare mothers, manpower specialists, and concerned lay citizens in: (1) developing a neighborhood-based program model for providing comprehensive child care services to disadvantaged inner city families, and (2) designing a manpower development and staffing plan which would open career opportunities in child care for welfare mothers and other residents of inner city neighborhoods. The recommendations from the committee call for a network of child care mini-centers to be supervised by a central support unit. The program model includes comprehensive school services to school aged children and parents, with full utilization of the resources of other community human services agencies. The document includes a staffing plan, a career development component, and an implementation strategy along with a description of how one community organization adapted the model for its residents. Other monographs are available as VT 016 354 and VT 016 358 in this issue. (SB)

ED 066 574 VT 016 361

Cohen, Alan K., Comp.

Handbook for the Distributive Education Teacher-Coordinator.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 69
Note—101p.

Available from—Blanche M. Curran, Department of Education, Box 911, Harrisburg, Pa. 17126 (Complimentary)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, Community Resources, *Distributive Education, Instructional Aids, *Instructor Coordinators, Legislation, Manuals, Occupational Guidance, Post Secondary Education, *Program Administration, Program Coordination, Program Evaluation, *Program Guides, Program Planning, Resource Guides, Teacher Certification, Teaching Methods, Youth Clubs

Identifiers—DECA, Distributive Education Clubs of America

Prepared by state department personnel with the help of an advisory committee and a team of teacher-coordinators, this program guide should be of practical value in developing distributive education programs at secondary, post-secondary, and adult levels. Aimed specifically at administrators and teacher-coordinators, the guide includes sections on: (1) Principles and Philosophy of Distributive Education, (2) Organization and Administration, (3) Coordination, (4) Qualities of a Coordinator, (5) Methods, Techniques and Instructional Aids for Teaching Distributive Education, (6) Distributive Education Classroom-Sales Laboratory, (7) Distributive Education Clubs of America (DECA), (8) Guidance Responsibilities of Coordinator, (9) Post-Secondary Opportunities in Distributive Education, (10) Adult Programs, (11) Self-Evaluation, (12) Public Relations in Distributive Education, and (13) Laws Pertaining to Distributive Education. Also included are a bibliography and various sample forms for use by program coordinators. (JS)

ED 066 575 VT 016 376

Criteria for the Establishment and Maintenance of Two Year Post High School Wastewater Technology Training Programs. Volume I: Program Criteria.

Clemson Univ., S. C. Dept. of Environmental Systems Engineering.

Spons Agency—Environmental Protection Agency, Washington, D. C.

Pub Date 70
Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, *Educational Specifications, Environmental Education, *Evaluation Criteria, *Guidelines, Post Secondary Education, Program Guides, *Technical Education, *Water Pollution Control

This program guide, prepared by representatives from the Environmental Protection Agency, plant operations, vocational-technical schools, professional associations, and universities, is the first of a two-volume series and provides an overall statement of the criteria for the selection of institutions as training facilities for wastewater technology training programs. These criteria, which are in a form appropriate for soliciting self-appraisal by interested institutions, cover such aspects as: (1) philosophy and purpose of the institution, (2) curriculum, (3) instructional methods and media, (4) recruitment of trainees and placement of graduates, and (5) application and implementation procedures. Supporting the basic self-appraisal criteria are statements on trainee characteristics before and after training, the form and function of the management structure for the overall program, and a glossary of important terminology. Volume II containing the curriculum guidelines is available as VT 016 377 in this issue. (Author/SB)

ED 066 576 VT 016 377

Criteria for the Establishment and Maintenance of Two Year Post High School Wastewater Technology Training Programs. Volume II: Curriculum Guidelines.

Clemson Univ., S. C. Dept. of Environmental Systems Engineering.

Spons Agency—Environmental Protection Agency, Washington, D. C.

Pub Date 71
Note—480p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Behavioral Objectives, *Curriculum Development, Educational Programs, En-

118 Document Resumes

Environmental Education, *Guidelines, Post Secondary Education, Program Development, *Technical Education, Vocational Education, *Water Pollution Control

Identifiers—Beginning Competence, Employment Skills

This publication, prepared by representatives from the Environmental Protection Agency, plant operations, vocational-technical schools, professional associations, and universities is the second of a two-volume series and contains guidelines which may be used in establishing a two-year or less post-secondary wastewater technology training program. Focusing on the posttraining performance desired of trainees, the guidelines are designed to provide practical, hands-on skill and knowledge directly related to the operation and management of a wastewater treatment plant. The guidelines consist of specific behavior sheets which are grouped according to seven general criterion behavior categories and contain a composite model plant process name and letter designation, specific process units, and stimulus and response detail. An introductory section describes the components of the behavior sheets and use of the guidelines. A process chart and specific process units for a composite model plant, stimulus and response detail for the general criterion behaviors, trainee characteristics and a glossary are appended. Volume I containing program guidelines is available as VT 016 376 in this issue. (SB)

ED 066 577 VT 016 410

Neff, Donald Richard

Vocational Education in State and Federal Adult Correctional Institutions in the United States.

Pub Date Aug 72

Note—135p.; Ph.D. Dissertation, The Ohio State University
Available from—University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Correctional Education, *Corrective Institutions, Doctoral Theses, *Program Costs, *Program Descriptions, *Program Evaluation, *Vocational Education

The purpose of this study was to assess vocational education as it exists within correctional institutions and to provide information useful in planning and developing needed educational programs. To collect the necessary data, a questionnaire was distributed to those correctional institutions housing over 100 male inmates and all institutes housing female inmates in the federal and the 50 state correctional systems. Analysis of the data revealed findings which included: (1) Enrollment in vocational education programs was found to be 12,868 trainees which represents only 9.8 percent of the total reported population of 130,806, (2) There were 855 vocational education programs in 185 correctional institutions for an average of 4.6 programs per institution, (3) Job placement services were provided by 52.9 percent of the 185 institutions, (4) Over half of the vocational programs included 1 to 2 hours of related instruction per day, and (5) There was a teacher-trainee ratio of one teacher for every 12.4 trainees. One major conclusion of the study is that very little effort is presently made toward vocational education as a tool in the rehabilitative process. (Author/JS)

ED 066 578 VT 016 411

Thomas, Hollie B. And Others

Metropolitan Programs in Applied Biological and Agricultural Occupations; A Need and Attitude Study. Final Report.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois Research and Development Coordinating Unit, Springfield.

Pub Date Mar 72

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Attitudes, Agricultural Education, *Agricultural Occupations, Agriculture, *Biology, *Educational Needs, Educational Programs, Educational Research, *Employment Opportunities, Feasibility Studies, Occupational Surveys, School Surveys, Student Attitudes, Teacher Attitudes, *Urban Areas, Vocational Interests

To establish the feasibility of implementing applied biological and agricultural occupations programs in the metropolitan area of Chicago, four

populations were surveyed by means of mailed questionnaires or interest inventories to determine: (1) the employment opportunities in the applied biological and agricultural industries, (2) the interests and attitudes of students, (3) the attitudes of school administrators, and (4) the attitudes and willingness of teachers to teach courses in applied biological and agricultural occupations. The procedures utilized to select the population, instrumentation, data, results, and conclusions are presented separately for each of the four populations. Some major conclusions were: (1) Administrators and teachers have generally positive attitudes toward the development of applied biological and agricultural programs, (2) Many teachers and administrators felt that not enough students are interested in these occupations, (3) Student interest in the applied biological and agricultural areas compared favorably with industrial and health occupations but not with business and office as personal and public service occupations, and (4) Ample job opportunities exist to merit the implementation of programs in applied biology and agriculture. (SB)

ED 066 579 24 VT 016 412

Madison, Richard

Institute for Minority Business Education. Final Report.

Howard Univ., Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-9-0658

Pub Date Jun 72

Contract—OEC-0-9-180658-4630(057)

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Business Administration, *Management Development, Manpower Development, *Manpower Needs, *Minority Groups, Organizations (Groups), *Workshops

Identifiers—*Institute for Minority Business Education

The Institute for Minority Business Education was created to upgrade the ability of personnel in minority business and economic development organizations to train minority clients in the application of successful business techniques. To identify the needs of the target population, an extended planning period included the establishment of a data bank and the appointment of an advisory board. Following the planning phase, information and training activities were initiated, and manuals were written and distributed to minority economic and business development organizations. The training phase consisted of five regional seminars, each of 2 days duration in different parts of the country. The overall program documented the acute shortage of qualified minority business and economic development personnel and the need for affording target organizations continuous assistance in this area. It established specific priorities for adapting existing publications for use by minorities and developing new materials. The Institute concluded that it would be feasible to use several advanced organizations as laboratories where new techniques identified or developed by the Institute may be applied and evaluated. (Author/JS)

ED 066 580 VT 016 429

Short-Term Training: Multiple Institutes for Metropolitan Areas (Eastern United States). Volume I, Final Report of Project.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Apr 72

Grant—OEG-0-9-480535-4435(725)

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Institutes (Training Programs), *Leadership Training, Manpower Development, *Metropolitan Areas, Program Coordination, Program Development, Program Planning, *Resource Materials, Short Courses, *Vocational Education

Identifiers—Attitudes Appreciations

Serving the Eastern part of the United States, Puerto Rico, and the Virgin Islands, 10 short-term institutes were conducted in selected cities for the purpose of improving vocational education and manpower training in metropolitan areas. Involving 911 administrative leaders in

education and supportive services, each institute treated one of the following topics: (1) Administrative Coordination of Vocational Education, (2) Annual and Long-range Planning, (3) Orientation to New Vocational Education Concepts and Programs, (4) Coordination of Supportive Programs for Vocational Education Students, (5) Improving the Preparation of Professional Personnel for Vocational Education, (6) Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults, (7) Updating the Process and Content of Teacher Education Curricula to Reach Disadvantaged Youth, (8) Improving Occupational Orientation Programs for Junior High School Students, (9) Development of Vocational Guidance and Placement Personnel, and (10) Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs. This volume includes a synthesis of the planning, organization, operation, and end-products of each institute and of a post-institute seminar. Volume II is available as VT 016 430 in this issue. (JS)

ED 066 581 VT 016 430

Short-Term Training: Multiple Institutes for Metropolitan Areas (Eastern United States). Volume II, Appendices of Selected Resource Materials Relating to the Organization and Administration of the Total Project.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Apr 72

Grant—OEG-0-9-480535-4435(725)

Note—124p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Development, Disadvantaged Groups, Educational Innovation, Inner City, *Institutes (Training Programs), *Leadership Training, *Manpower Development, *Metropolitan Areas, Professional Training, Program Administration, Program Coordination, *Program Planning, Vocational Counseling, Vocational Education

Identifiers—Career Exploration

This volume contains selected samples of resource materials and other products used with 10 short-term institutes aimed at improving vocational education and manpower training in metropolitan areas. Arranged in appendix format, the volume includes: (1) Tables Relating to Participant Selection, (2) Application Form and Invitation Letter Samples, (3) Institute Evaluation Instruments, (4) Sample Planning Agenda and Program Brochures, (5) Post-Institute Seminar for Chief School Administrators, (6) Popular Summary Report, (7) Participant, Consultant and Resource Personnel Recognition, and (8) Identification of Multiple Institute Reports. The Popular Summary Report includes a summary of the problems, findings, and recommendations of each institute. Individual institute reports are also available from ERIC, and order numbers are included in this volume. Volume I, the final report for the 10 institutes, is available as VT 016 429.

ED 066 582 VT 016 433

O'Reilly, Patrick A.

Evaluation of In-School Success Criteria for Vocational-Technical Students.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No—VDS-Monog-6

Pub Date May 72

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Evaluation, School Shops, *Secondary School Students, *Student Characteristics, *Success Factors, Values, *Vocational Development, Vocational Education

To further understanding of the vocational development process, this study examined the relationship among various measures of in-school success and investigated their relationship to selected student characteristic variables. The sample consisted of 109 vocational students for the 10th grade phase and 105 of the same students for the 11th grade phase. The dependent variables (measures of success) were grade point average (GPA) for Grades 10 and 11, shop

grades for Grades 10 and 11, and Ohio Trade and Industrial Achievement Test (OTAT) raw scores, while independent variables consisted of: (1) ability as measured by selected scales of the General Aptitude Test Battery (GATB), (2) occupational values as measured by four scales of the Occupational Values Inventory (OVI), and (3) vocational maturity as measured by the Vocational Development Inventory (VDI). Analysis by means of Pearson product moment correlations and multiple regression analysis yielded these findings: (1) Grade 11 GPA was found to be most predictable and OTAT least predictable of school success, (2) Verbal aptitude, numerical aptitude, vocational maturity, and value of salary seem to be the most useful of student characteristics used in predicting the measures of success, and (3) Grade 10 shop grade is the only success measure in which manipulative abilities are important predictors. Implications are discussed. (SB)

ED 066 583 VT 016 444

Braden, Paul V. Paul, Krishan K.
Nuclear Technician Manpower Survey: Approach to an Information System.
Southern Interstate Nuclear Board, Atlanta, Ga.
Pub Date Jun 71
Note—192p.

Available from—Southern Interstate Nuclear Board, Suite 664, 800 Peachtree Street, N.E., Atlanta, Georgia 30308 (\$4.00)
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Employment Opportunities, Employment Programs, Graduate Surveys, Human Resources, *Information Systems, Job Training, *Labor Supply, *Manpower Needs, Occupational Surveys, School Industry Relationship, Southern States, *Subprofessionals, Systems Approach, Tables (Data), *Technical Education

Identifiers—Nuclear Industry, *Nuclear Technicians, Puerto Rico

The Southern Interstate Nuclear Board, which is concerned with the economic development of a 17 state area and Puerto Rico, conducted a one-year study of the availability of trained manpower for the nuclear industry. Specific objectives of the study were to: (1) identify and measure the need for nuclear technicians, (2) identify the adequacy and availability of the nuclear technician supply, (3) identify potentially feasible patterns of cooperation between the training institutions and employing organizations, (4) determine procedures for interfacing nuclear technician supply and demand, and (5) incorporate a systems approach to the development of this manpower field. Based on the analysis of survey data, major conclusions were: (1) Training institutions within the region have not kept pace with the increase in demand for nuclear technicians, (2) There is a need for educational programs of less than 2 years duration, (3) Present information sources are not sensitive to new and emerging fields, and (4) There is a need for more systematic and continuous information sources. It was recommended that survey results be updated at regular intervals. (JS)

ED 066 584 VT 016 448

Comprehensive Vocational Guidance Program for Model Cities. Interim Report.
Indianapolis Public Schools, Ind.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date 14 Jan 72
Contract—OEC-0-71-0683(361)
Note—174p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Counselors, *Developmental Programs, Disadvantaged Youth, Elementary Grades, *Guidance Programs, Job Skills, Occupational Guidance, Program Evaluation, Secondary Grades, Self Concept, *Vocational Counseling, *Vocational Development, Vocational Education

Identifiers—Career Awareness, Employment Skills

The purpose of this project was to develop a comprehensive vocational guidance program which would: (1) expose students to a wide range of vocational experiences, (2) upgrade the self-image of disadvantaged students, (3) increase the vocational awareness of students, educators, and community members, and (4) provide students with employable skills prior to termination of

their education. During the first year of operation, the following accomplishments were achieved: (1) Counselors are working in elementary and junior high schools which never had the services of a counseling program, (2) Students are able to see vocational opportunities first hand and observe people actually working, (3) Parents more readily accept vocational education along with academic education, (4) Students are more aware of vocational classes, are able to make wiser educational decisions, and are more aware of the need for at least a high school education, and (5) Administrators, teachers, students, and parents have come to accept counseling as a part of the regular educational program. The activities leading to these accomplishments are discussed, and sample curriculum materials are appended. (SB)

ED 066 585 VT 016 453

The Maryland Vocational Education Research Coordinating Unit, Fiscal Year 1971 (July 1, 1970-June 30, 1971). Final Report.
Maryland Vocational Education Research Coordinating Unit, Baltimore.

Spons Agency—Maryland State Dept. of Education, Baltimore.; Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annual Reports, Data Bases, *Educational Research, Followup Studies, Graduate Surveys, Program Evaluation, *Research Coordinating Units, *Research Projects, Research Proposals, Technical Education, *Vocational Education

Identifiers—*Maryland

This publication discusses the purposes, goals, and activities of the Maryland Research Coordinating Unit for Vocational-Technical Education, which was established in March 1969. Major activities accomplished in 1970 were: (1) design of a vocational-technical student-teacher data system, (2) preparation of a data collection instrument for followup studies of high school students, (3) design of an instrument for estimating planned expenditures, and (4) preliminary plans for evaluating the licensed practical nursing programs in the public schools. Major activities for 1971 include: (1) implementation of the vocational student-teacher data systems, (2) collection of data for the high school graduate followup study, (3) construction and implementation of a program evaluation model, (4) preparation of guidelines for writing and submitting proposals under Part C of the Vocational Education Act of 1963 and the 1968 Amendments, and (5) establishment of a review committee for selecting proposals for funding. These major activities for 1971 are discussed, along with several ancillary accomplishments. Several of the instruments are appended. (SB)

ED 066 586 VT 016 454

An Assessment of Current and Projected Individualized Instruction in Business and Marketing Courses Provided by the Districts of the Wisconsin Vocational, Technical, and Adult Education System. Final Report.

Wisconsin Univ., Madison.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Nov 71

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, *Business Education, *Curriculum Planning, *Individualized Instruction, *Marketing, Post Secondary Education, Student Attitudes, Teacher Attitudes, Vocational Education

Based on interviews with a representative of each of the 18 Vocational, Technical, and Adult Education Districts of Wisconsin, this study sought to determine the present and future use of individualized instruction in business and marketing offerings. Analysis of the interview data revealed that: (1) 12 of the 18 districts reported business or marketing courses which were utilizing individualized instruction, (2) 11 districts anticipated adding courses with individualized instruction, (3) The most frequently offered courses were typewriting, shorthand, business mathematics, and communications, (4) Most of the courses were at the national level and many were

designed for remedial or special needs students, and (5) Students and teachers both exhibited a positive attitude toward individualized instruction. (JS)

ED 066 587 VT 016 455

Career Choice and Career Preparation.
Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date 72

Note—334p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Autoinstructional Aids, *Career Choice, Career Opportunities, *Educational Opportunities, *Individualized Instruction, Occupational Guidance, Occupational Information, Resource Materials, Secondary Grades, *Study Guides, Visual Aids, Vocational Development, Vocational Education

Identifiers—Career Awareness, Economic Awareness

This innovative study guide provides individualized occupational guidance for students in the secondary grades by means of autoinstructional reading materials covering career choice and career preparation. The student is asked to answer certain questions which narrow down his interests and qualifications, and on the basis of the answers he is instructed to turn to specific pages in the document. Jobs available to the high school graduate and dropout are described, including salaries, employment requirements, job locations, employment outlook, and sources of further information. Photographs illustrate the text, developed by a university educator and a training commander in the Air Force. Apprenticeship programs and federal employment programs are briefly discussed. Descriptions of community colleges and post-secondary vocational schools in Washington State include a chart alphabetically keying the institutes to specific vocational preparation programs which are offered. A map of school locations in Washington State is included. (AG)

ED 066 588 VT 016 457

Masters, Kenneth W. Siskin, Bernard R.
The Management of Manpower Programs in Urban Areas: An Information System. Final Report.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Sep 71

Note—235p.

Available from—The Pennsylvania State University, Institute for Research on Human Resources, 407 Kern Graduate Building, University Park, Pennsylvania 16802 (\$3.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Data Collection, Decentralization, Feasibility Studies, Federal Programs, *Management Information Systems, *Manpower Needs, Models, Sequential Approach, *Surveys, Systems Analysis, *Systems Development, *Urban Areas

This federally funded survey, undertaken to develop a model of a decentralized local area manpower information system for meeting program management needs in urban areas, discusses the need for this system, and the origins and uses of manpower data. Characteristics and parameters of such a system, alternative models of information systems, and a strategy for sequential development toward a merged individual file system are topics covered. Feasibility studies, conducted through a series of interviews with agency officials and examinations of local operating records, indicated the necessity for a progressive, sequential approach toward systems development. Recommendations are made at each stage for the merging of information from cooperating agencies and its computerization, including storage and retrieval. (AG)

ED 066 589 VT 016 458

Ford, Sally P., Ed.
Guidelines for Day Care Service.
Child Welfare League of America, Inc., New York, N.Y.

Pub Date 72

Note—40p.

Available from—Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Child Care Centers, Child Care Workers, Community Agencies (Public), *Day Care Programs, *Day Care Services, Facility Requirements, *Guidelines, Private Agencies

This publication, which is an abridgement of "Child Welfare League of America Standards for Day Care Service" (ED 039 019), is intended for those interested in providing day care services for children who need care outside of their homes for some part of the day. Sections are: (1) The Day Care Agency, which includes guidelines for establishing and staffing an agency, finances and fees, and the agency's responsibilities, (2) A Total Service, which defines the purposes of day care, differentiates between group and family care, and discusses the parents' and agency's roles, (3) The Day Care Program, which discusses the staff/child ratio, role of adults, educational activities, and the health program, and (4) The Day Care Facility, which outlines standards concerning the location and indoor and outdoors facilities. A glossary of day care terms is appended. (SB)

ED 066 590 VT 016 459

The Continuation of the South Carolina Research Coordinating Unit of Vocational Education (November 1, 1971 - July 31, 1972). Progress Report.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education; South Carolina Vocational Education Research Coordinating Unit, Clemson.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2748

Pub Date 4 Aug 72

Grant—OEG-2-6-062748-2073

Note—175p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annual Reports, *Career Education, Curriculum Guides, Government Role, Information Dissemination, Occupational Guidance, *Program Development, Program Evaluation, Resource Materials, State Programs, *Statewide Planning, *Surveys, *Vocational Development, Vocational Education

This progress report on the activities of the South Carolina Research Coordinating Unit of Vocational Education from November 1, 1971 through July 31, 1972 outlines its major accomplishments, detailing the results of vocational education surveys and presenting a career education plan and time schedules for the research projects in the extensive appendixes. Comprehensive school surveys of vocational education were conducted in seven districts, curriculum guides in 14 occupational areas and a microfilm career information system were developed with research grants, and a federally funded pilot project for a comprehensive career education program will be implemented in 1972. Projects on adult vocational education improvement, job placement, and guidance counselor inservice training will continue, as will the development of an operational plan for the Research Coordinating Unit. Two manpower reports by the state Employment Security Commission were disseminated and technical assistance was provided to local school districts. (AG)

ED 066 591 VT 016 464

Nurse Training, Title VIII—Public Health Service Act. The Complete Law.

Pub Date May 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, *Educational Finance, *Federal Aid, *Federal Legislation, Financial Support, *Nursing, Scholarships, School Construction, Student Loan Programs, *Training

Identifiers—Public Health Service Act

To keep the nursing profession and other interested groups informed of the new provisions in nurse training legislation, this publication contains the complete text of Title VIII of the Public Health Service Act, as of November 18, 1971. Major provisions of the Act cover: (1) Grants for Expansion and Improvement of Nurse Training, (2) Assistance to Nursing Students, (3) Scholarship Grants to Schools of Nursing, and (4) General, which deals with the National Advisory Council on Nurse Training, noninterference with administration of institutions, definitions of terms, advance funding, and prohibition against discrimination on the basis of sex. (SB)

ED 066 592 VT 016 465

Research in Nursing, 1955-1968. Research Grants.

Public Health Service (DHEW), Washington, D.C. Div. of Nursing.

Report No.—PHS-Pub-1356

Pub Date 70

Note—96p.; 1969 Revision

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Conferences, Health Services, Medical Services, *Nursing, *Research Projects, Research Tools, Training

This publication summarizes 182 projects supported by the research grants program of the Division of Nursing of the Public Health Service during 1955-1969. The projects are classified in three broad areas, including: (1) Organization, Distribution, and Delivery of Nursing Services, (2) Recruitment, Selection, Education, and Characteristics of the Nurse Supply, and (3) Nursing Research Development. Information provided for each project includes project title, grant number, names and addresses of investigators, period of support, a brief description, and, wherever possible, citations to publications that resulted from the research. Indexes of project staff and subject matter are appended. (SB)

ED 066 593 VT 016 466

Tomorrow's Manpower Needs. Volume IV: The National Industry-Occupational Matrix and Other Manpower Data.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-1737

Pub Date 72

Note—202p.; 1971 Revision

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L2.3:1737v.4, \$1.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Employment Projections, *Employment Statistics, *Manpower Needs, Research Methodology, Tables (Data)

The most recent national manpower projections to 1980 will be useful to local manpower analysts in preparing projections for states and localities. Specific sections of the bulletin include data on national employment by industry and occupations, and a national industry-occupational employment matrix. This report presents revised employment projections superseding the data in an earlier volume which is available as ED 051 404. (JS)

ED 066 594 VT 016 467

Strohbusch, Mark D.

Methods and Techniques of Curricula and Instruction Which Are Most Effective in Training and Placement of Persons with Special Needs. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Apr 72

Note—178p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Disadvantaged Youth, Educational Research, *Guidelines, *Metals, Post Secondary Education, Program Effectiveness, *Program Evaluation, *School Surveys, Trade and Industrial Education

To determine the dimensions of an effective program for disadvantaged students in a post-secondary metals-related program, students, graduates, and recent dropouts of the metal programs in four selected vocational-technical schools were surveyed along with school directors, trade and industrial coordinators, metals teachers, and guidance personnel. Analysis of data from the interview questionnaires resulted in these conclusions: (1) The characteristics of a good program identified through this study can be useful to educators who are working with the disadvantaged, (2) Vocational-technical schools that work with disadvantaged students must be careful that their programs do not become too academic, and (3) The value of vocational training, judged by the disadvantaged students and dropouts, is generally found to be quite high. The major development resulting from the study is a guide for reviewing post-secondary vocational programs that serve disadvantaged students. The guide, which is appended, contains sections dealing with such aspects as recruiting students, counseling, pro-

gram orientation, instruction, student activities, and placement. (SB)

ED 066 595 VT 016 468

Post High School Career Preference Study of District Three Southwest Wisconsin High School Junior Students.

Southwest Wisconsin Vocational-Technical School, Fennimore.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jun 72

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Aspiration, *Career Choice, *Grade 11, *High School Students, Post Secondary Education, *Program Planning, *Student Interests, Tables (Data), Vocational Counseling, Vocational Interests

Identifiers—Ohio Vocational Interest Survey, OVIS, Wisconsin

The Ohio Vocational Interest Survey (OVIS) was administered to high school juniors in 28 southwest Wisconsin districts to ascertain career objectives of students and to provide data for long range program planning. Most of this report is devoted to data collected and presented in table format, including best-liked subjects, post-high school plans, interest in vocational programs, and first choice vocational programs. The result is a profile of the respondents' aspirations, occupational interests and educational plans. Since the majority of Wisconsin youth preferred less than baccalaureate education, the two year institutions should develop programs to meet this demand. The data in this report will help institutions realign their vocational programs. (JS)

ED 066 596 VT 016 475

Muthard, John E. And Others

Guide to Information Centers for Workers in the Social Services, 1971.

Florida Univ., Gainesville.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Nov 71

Note—77p.

Available from—Regional Rehabilitation Research Institute, University of Florida, 901 Lake Shore Towers, Gainesville, Florida 32601 (\$2.25 for postage and handling)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, Indexes (Locators), *Information Services, *Information Sources, *Rehabilitation, *Social Services

This guide was prepared to help administrators, educators, researchers, and professional practitioners in rehabilitation, social services, education, and the health and welfare fields learn and use those information services and systems relevant to them. The 156 organizations are listed as either primary or secondary information services depending on their significance to the target group. Descriptions of the 44 centers included as primary sources contain the address and telephone number, eligibility requirements for services, mission of the centers, services and publications offered by the center, professional specialists, holdings, topics relevant to rehabilitation, and user information. The 112 organizations listed as secondary services are subdivided into general reference librarians and specific information centers. Their descriptions contain address and telephone number, eligibility requirements for services, mission of the center, services offered by the center, and holdings. All the organizations are indexed by key words drawn primarily from the broad spectrum of social and rehabilitation services. (SB)

ED 066 597 VT 016 477

Kaper, Jerome T. Lotowycz, Leo W.

Changes in the Occupational Values of Students between Ninth and Tenth Grade As Related to Course of Study and Other Student Characteristics.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No.—VDS-Monog-5

Pub Date Apr 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment, Grade 9, Grade 10, *High School Students, *Student Characteristics, *Values, *Vocational Development Identifiers—*Occupational Values Inventory, OVI

In order to shed additional light on the vocational development process, this study was designed to investigate the construct of work values by administering the Occupational Values Inventory (OVI) to a sample of 680 high school students. The design called for examining the relationship between selected student characteristics which appeared to be related to work values and responses on the OVI at two points in time (end of ninth and tenth grades). Data analysis consisted of examining the zero order correlations between each student characteristic and each value as measured by the OVI and an artificially created change score. Further analysis examined the total relationship between all student characteristics and each value score using Multiple Regression Analysis. Some major findings were: (1) The Interest and Satisfaction, Salary, Personal Goal, and Security values possessed the highest degree of relationship with the student characteristics, while the values of Advancement, and Preparation and Ability possessed the smallest relationships, (2) For the most part, the relationship between OVI values and characteristics were similar for both ninth and tenth grade analyses, and (3) The relationship between ninth and tenth grade values was fairly low (r between .38 and .48). Several implications are discussed. (SB)

ED 066 598 VT 016 479

Hiland, John E.

The Aging-Served by and Serving as Subprofessionals.

American Public Welfare Association, Chicago, Ill.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.; Ford Foundation, New York, N.Y.

Report No.—SRS-AA-5041

Pub Date Oct 70

Note—73p.; Proceedings of a National Seminar (Chicago, Illinois, September 30-October 3, 1969)

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 209 091; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Conference Reports, Employment Opportunities, Job Analysis, Job Training, Manpower Utilization, *Older Adults, Program Costs, Program Descriptions, *Program Development, Recruitment, Selection, *Social Services, *Subprofessionals, Systems Approach, Welfare Recipients

Representatives from all parts of the United States attended a conference designed to: (1) explore ways and means of involving older persons—primarily welfare recipients—as employees, (2) delineate the wide variety of tasks that have been and can be undertaken by older persons, (3) determine the kinds of recruitment, selection, training, supportive education, and supervision that will be needed by older persons, (4) define potential approaches for job classification, description of duties, and career models with Civil Service and Merit systems, and (5) assess major administrative problems regarding program development. Presentations included: (1) "Training and Use of Subprofessional Staff and Volunteers" by Charles R. Cohen, (2) "A Systems Approach to Job Design and Manpower Utilization" by Wretha Wiley, (3) "An Overview of Service Roles For the Aged: Experiences of Older Persons" by Harold L. Sheppard and Jack Ossosky, and (4) "Sources and Potentials for Funding" by Eunice O. Shatz. Also included in this document are seven workshop reports. (Author/JS)

ED 066 599 VT 016 483

Law, Gordon F.

Cooperative Education Handbook for Teacher-Coordination.

Pub Date 70

Note—73p.

Available from—American Technical Society, 848 E. 58th Street, Chicago, Illinois 60637

Document Not Available from EDRS.

Descriptors—*Cooperative Education, Guidelines, *Instructor Coordinators, *Manuals, Program Administration, *Program Coordination, *Program Development, Program Planning

The term cooperative education is generally associated with a school and work program in which student-learners receive supervised payroll experience as part of the school curriculum. Steps in planning a program include surveys of community resources, student aspirations, and existing curriculums, and evaluation in terms of the criteria for approval for state and federal reimbursement. Selections of employers and establishments must be conducted carefully to assure maximum benefit to both parties, and it is also imperative to be familiar with the legal requirements for employment and training such as certification, insurance, and licensing. Related instruction is of two types—information pertaining to skills and knowledge in a particular occupation, and information on personal, community, and occupational problems. In addition to reviewing these aspects of cooperative education, the document devotes a section to the problems and procedures common to day-to-day program operation. (CD)

ED 066 600 VT 016 493

A Selected and Annotated Bibliography Related to Cooperative and Project Methods in Distributive Education. Research and Development Program in Vocational-Technical Education.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Pub Date Mar 72

Note—148p.; March 1972 Revision

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, *Cooperative Education, *Distributive Education, *Project Training Methods, *Teaching Methods, Vocational Education

The revision of this annotated bibliography was undertaken to provide a thorough review of the literature concerning the cooperative and project methods of instruction in the field of distributive education. Initially prepared in conjunction with a pilot project on the cooperative and project methods, the bibliography includes journal articles, books, theses, and dissertations. The first two sections cover the years 1896 to 1967 and incorporate a subject index, author index, suggested readings, code categories, and 403 annotations. A third section has 92 annotations and was added to up-date the bibliography by indexing articles for the years 1968-1971. Most of the entries in the bibliography are journal articles. The earlier edition of this bibliography is available as ED 028 250 and the pilot project report is available as ED 016 846. (JS)

ED 066 601 VT 016 496

Burton, John Robert

Teachers' Attitudes Toward Consumer Issues and Their Appraisal of the Educational Relevance of These Issues.

Pub Date 70

Note—219p.; Ph.D. Dissertation, Connecticut University

Available from—University Microfilms, Inc., P. O. Box 1964, Ann Arbor, Michigan 48106 (Order No. 71-15965, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Business Education, *Consumer Education, Doctoral Theses, Educational Research, *Home Economics, Relevance (Education), Secondary Education, *Social Studies, *Teacher Attitudes

To determine whether differences existed between business education, social studies, and home economics teachers as to their attitudes toward pertinent consumer issues and their appraisal of the educational relevance of these issues, questionnaires were mailed to secondary school teachers of business, social studies, and home economics in the state of Connecticut. Usable responses from 78.7 percent (234) of the teachers revealed these conclusions: (1) Business education, social studies, and home economics teacher groups tended to respond in a manner similar to that of a consumer advocate, (2) The three teacher groups appear to favor the inclusion of that portion of consumer education that pertains to consumer issues into the curriculum, and (3) Social studies teachers tended to be more consumer-oriented than the other groups, which, in view of attitude transfer research, suggests that students of social studies teachers might receive a point of view more closely related to that of a consumerist. (SB)

ED 066 602

Martin, Daniel Dee

A Study of Professional Education Competencies and Community College Administrators of Vocational Education.

Pub Date Jun 72

Note—183p.; Ed.D. Dissertation, Oregon State University

Available from—University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27635 MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Ability Identification, *Administrator Education, *Administrator Qualifications, Cluster Grouping, *Community Colleges, Doctoral Theses, Education Courses, Factor Analysis, Junior Colleges, *Leadership Training, On the Job Training, Professional Training, *Vocational Education

The major purpose of this study was to identify common professional education competencies essential to adequate performance by administrators of vocational education at the community college level. Data were collected by means of a 98-item questionnaire which was designed so that deans and department chairmen could respond to the level of proficiency necessary for each competency in relation to their job and indicate the best methods (coursework, on-the-job training, or a combination of the two) for preparing leadership personnel to perform specific competencies. Usable returns from 143 of the 175 deans and department chairmen in 48 community colleges from four western states were analyzed by analysis of variance and factor analytic techniques and revealed these major findings: (1) Five clusters of competencies were identified and represent meaningful groups that can form the bases for developing curriculum to prepare administrators, and (2) A combination of formal course work and on-the-job training experience was the preferred method of administrator preparation. It was recommended that behavioral objectives and individualized instructional packages be developed from the competencies identified in the study. (SB)

ED 066 603 VT 016 498

Brown, Kenneth W.

A Study to Compare Selected Factors in Federally Reimbursed and Nonreimbursed Business Education Courses (Office Procedures, Second-Year Shorthand, Second-Year Typewriting) in Secondary Schools in Eight Midwestern States.

Pub Date Aug 70

Note—485p.; Ed.D. Dissertation, Northern Illinois University

Available from—University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-18543, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Business Education, *Course Content, Course Organization, Doctoral Theses, Educational Equipment, *Federal Aid, Grading, *Office Practice, *Program Evaluation, Stenography, Student Enrollment, Teacher Background, Typewriting

Identifiers—Nonreimbursed Courses, Reimbursed Courses, Vocational Education Act of 1963, Vocational Education Amendments of 1968

The purpose of this study was to compare office procedures, second-year shorthand, and second-year typewriting courses which were reimbursed by provisions of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, with nonreimbursed courses. Program components selected for the comparison were: (1) student enrollment, (2) number of sections taught, (3) length of time by minutes and courses, (4) grading factors, (5) occupational competencies taught, (6) educational equipment, and (7) teacher qualifications. Data for the study were collected by questionnaire survey of 625 teachers in the 8-state North Central Business Education region of the National Business Education Association. Findings of the study include: (1) Federally reimbursed courses in office procedures differed significantly in the course data section of the questionnaire, and (2) The two types of shorthand and typewriting courses did not differ significantly in terms of the above program components. (JS)

122 Document Resumes

ED 066 604 VT 016 499

Srb, Jozetta H.

Communicating with Employees about Pension and Welfare Benefits.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Report No.—Key-Issues-Ser-8

Pub Date Dec 71

Note—45p.

Available from—Publications Division, NYSSILR—Cornell University, Ithaca, N. Y. 14850 (\$2.00 payment with order)

Document Not Available from EDRS.

Descriptors—Administrative Organization, *Communication (Thought Transfer), Court Cases, Employee Attitudes, *Employees, Employer Attitudes, Federal Legislation, *Fringe Benefits, Health Insurance, Insurance Programs, *Retirement, Security, Unemployment Insurance, *Welfare

The purpose of this report is to examine some of the problems of communication with employees about pension and welfare benefits. Issues discussed relate to (1) employees' attitudes toward benefits and benefit communication, (2) the structure of private benefit programs, (3) the case for fair labeling, and (4) the trend toward statutory criteria for benefit communication. Included is a composite of proposals for benefit communication that have appeared in or been inferred from the literature and employee benefit protection acts over the last decade. (SB)

ED 066 605 VT 016 500

McGinley, Gerry P.

World of Work. Career Awareness Development Program for the Elementary Grades.

Nevada Univ., Reno. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—137p.; Revision

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, *Elementary Grades, *Occupational Information, Occupations, *Teaching Guides, *Vocational Development

Identifiers—Attitude Appreciations, *Career Awareness, Economic Awareness, Self Awareness

This guide contains teaching suggestions and information for teachers' use in a career awareness program for Grades K-6. The activities are designed to develop basic attitudes concerning the importance and functions of work by: (1) arousing curiosity about the world of work, (2) enlarging occupational horizons, (3) answering questions concerning occupations, (4) developing basic concepts, (5) investigating some occupations at greater depth, and (6) developing positive attitudes toward one's self, other people, and work. To meet the objectives of the program, activities and resources are suggested by grade level for concepts, which are introduced in order of difficulty and degree of abstraction. At the earliest grade levels, emphasis is placed on a general understanding that people work for a variety of reasons and that there are a number of workers who produce goods and a number who produce services. By the sixth grade, emphasis is placed on orienting students to the concept of clusters with the intention of providing a lead-in to a cycle of hands-on experiences with many clusters. (SB)

ED 066 606 VT 016 507

Kallenberger, Jean Margaret

Identification of Student Teaching Competencies in Home Economics for Which Cooperating Teachers Could Assume Responsibility with Implications for Supervisory Roles.

Pub Date Jul 72

Note—195p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Mich. 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Ability Identification, College Supervisors, *Cooperating Teachers, Doctoral Theses, Educational Research, *Home Economics Education, *Student Teaching, Teacher Education, Teacher Supervision, *Teaching Skills

This study was conducted to identify: (1) student teaching competencies in home economics which cooperating teachers could assume as their

major responsibilities, (2) methods and techniques that have been effectively used and which ought to be implemented to help cooperating teachers assume responsibility, and (3) roles that three groups of educators believe each should assume in guiding student teachers' development. An opinionnaire consisting of 58 student teaching competencies was mailed to 26 home economics college supervisors, 26 cooperating teachers, and 26 school principals to identify the competencies cooperating teachers could assume as major responsibilities in helping student teachers. The results of a chi square analysis on the 52 returned opinionnaires were used as the basis for a second instrument to identify the method, techniques, and roles of the educators. The analysis of the opinionnaire data identified 15 students teaching competencies for which the three groups of educators were in agreement. Among the three groups, there appeared to be a willingness to accept a clearer definition of their supervisory roles in the student teaching process, and also a desire to learn more about newer techniques cooperative teachers could use with student teachers. (Author/SB)

ED 066 607 VT 016 508

Shoemaker, Kathryn Anne

A Descriptive Study of the Relationship of the Educational and Occupational Background to the Teaching Effectiveness of Occupational Child Care Teachers.

Pub Date Jul 72

Note—167p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Mich. 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Child Care Occupations, Child Care Workers, Doctoral Theses, Educational Research, *Effective Teaching, Entry Workers, *Occupational Home Economics, *Teacher Evaluation, *Teaching Skills, Work Experience

This study was an investigation of the qualifications needed by child care occupational teachers to teach students entry level child care skills. Data were gathered by means of: (1) a questionnaire designed to collect information pertaining to such background factors as coursework in early childhood and occupational education plus occupational experience with preschool-age children, and (2) rating scales designed to assess the teacher's effectiveness, her 1971 graduates employed as child care aides, and the aides' employers. Six teachers originally met the criteria, but because a respective 1971 graduate and employer could not be obtained for four teachers, the final teacher sample was two. The questionnaire and teacher version of the rating scale were sent to six teachers, while the employee and employer versions of the rating scale were sent to the two respective employers and employees. Data obtained from five teachers revealed that: (1) all five had bachelor's degrees in home economics, (2) three had master's degrees, (3) four had coursework in early childhood education beyond those courses required for the vocational certificate, and (4) four had a gainful job with preschool-aged children for at least 3 months. Because of the meager sample, conclusions concerning the background factors or the effectiveness of the teachers could not be made. (Author/SB)

ED 066 608 VT 016 509

Johnson, Emma C.

An Analysis of Mathematical Competencies Necessary for Certain Health Occupations.

Pub Date 72

Note—168p.; Ed.D. Dissertation, Washington State University

Available from—University Microfilms, Inc., P. O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Health Occupations Education, *Inhalation Therapists, *Job Skills, *Mathematics, *Paramedical Occupations

Identifiers—*Cardiopulmonary Technicians

The purpose of this study was to investigate the mathematical competencies required by cardiopulmonary and inhalation therapy technicians. To collect the necessary data, a questionnaire of 263 identified competencies was submitted to 63

medical personnel for ranking. Analysis of the data revealed that groups of basic knowledges from the areas of systems of weights and measures, temperature conversions, basic arithmetic concepts, a few calculus items, and all aspects of nomographs and techniques of measurement were considered essential or desirable by at least one group of medical personnel. Also, the basic concepts of statistics and knowledge of computation devices needed were identified. The implication of this study is that the basic mathematical competencies required for cardiopulmonary and inhalation therapy technicians might be usefully organized into a core mathematics program. (Author/JS)

ED 066 609

VT 016 510

Jobe, Max Edward

Administrative Aspects of State Advisory Councils on Vocational Education.

Pub Date 72

Note—81p.; Ed.D. Dissertation, Georgia University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No 72-34,094, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administration, *Administrative Organization, *Advisory Committees, Doctoral Theses, *Staff Utilization, *State Programs, Vocational Education

The purpose of this study was to determine the relative importance of selected functions of state advisory councils on vocational-technical education and the probability of accomplishing these functions with select staffing patterns and administrative organizations. Questionnaire data collected from state directors of vocational education and chairmen of state advisory committees indicated a general agreement within both groups on the relative importance of the nine given functions for state advisory councils. These functions are: (1) evaluating programs, services, and activities, (2) advising the state board in developing a state plan, (3) holding public hearings on vocational education, (4) transmitting interests and needs of employers and labor unions to administrators and policy makers of vocational education, (5) publicizing vocational education, (6) influencing legislation on vocational education, (7) preparing and distributing an annual evaluation report, (8) providing leadership in developing local advisory councils, and (9) advising on policy matters in the administration of the state plan. Results of the survey also indicated considerable concern for the proper administration of the state advisory councils. (Author/JS)

ED 066 610

VT 016 518

Worthington, Robert M.

Career Education and the Community Junior College.

Pub Date 10 Jan 72

Note—12p.; Presentation at the National Seminar for State Directors of Community Junior Colleges (Columbus, Ohio, Jan. 10, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Career Planning, *Community Colleges, *Educational Philosophy, Employment Opportunities, Job Training, *Post Secondary Education, *Speeches, *Vocational Development

Career education is a comprehensive educational program which begins in kindergarten and continues through the adult years. The need for developing career competence and awareness starts long before the student reaches the community college age. To effectively reach all populations, career education must be integrated into the curriculum at all educational levels. The elementary and junior high school levels should concentrate on occupational orientation and an awareness of work roles and requirements, while the high school level should prepare for job entry and concurrently for further education. The post-secondary institutions must be designed to fit career aspirations and requirements by providing meaning and purpose to job preparation as well as by preparing some students for education leading to a baccalaureate and perhaps graduate professional-preparation. Thus, from kindergarten through post-secondary education, students should receive a myriad of career opportunities and first-hand knowledge from which they will chart the course of their lives. Implications for post-secondary education are discussed. (SB)

ED 066 611 VT 016 520

Young, Anne M. Michelotti, Kopp
Work Experience of the Population in 1970.
 Bureau of Labor Statistics (DOL), Washington,
 D.C.

Report No.—BLS-SLF-R-141

Pub Date 72

Note—45p.; Reprint

Journal Cit.—Monthly Labor Review; Dec 1971
 with supplementary tables

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Census Figures, *Employment
 Level, *Employment Statistics, Labor
 Economics, *Manpower Utilization, National
 Surveys, Population Distribution, Tables
 (Data), *Unemployment, *Work Experience,
 Working Women, Youth Employment
 Identifiers—*Labor Force Participation

Based on the latest survey of work experience
 of the population, this article presents highlights
 of the survey, discusses the extent of employ-
 ment, and analyzes the rise in unemployment
 with respect to age, sex, race, and other factors.
 Among the highlights noted were: (1) Over 95
 million men and women 16 years old and above
 looked for work at some time during 1970, (2)
 The 1970 labor force increase was proportionately
 less than the population increase, (3) Six out
 of 10 women who headed families worked during
 the year, (4) One-half of all married women had
 jobs at some time during the year, and (5) 15.3
 percent of all who worked or looked for work
 were unemployed at some time during the year,
 the largest proportion in several years. (JS)

ED 066 612 VT 016 522

Springer, Philip B. Anderson, Sydney C.
**Work Attitudes of Disadvantaged Black Men: A
 Methodological Inquiry.**

Bureau of Labor Statistics (DOL), Washington,
 D.C.

Report No.—BLS-R-401

Pub Date 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Groups, Employ-
 ment Problems, Interviews, *Labor Force Non-
 participants, *Males, Manpower Utilization,
 *Negro Attitudes, Negro Employment, Occupa-
 tional Aspiration, Personal Values, Tables
 (Data), Vocational Development, *Work At-
 titudes

Identifiers—*Labor Force Participation

A series of 185 interviews in the San Francisco
 Bay area, conducted by 15 young black men with
 college backgrounds, dealt with the employment-
 related experiences, problems, and attitudes of a
 random sample of black males who were partici-
 pants in one of 11 federal and private manpower
 programs, or were labor force nonparticipants.
 Comparisons were made among those who had
 taken jobs and stayed, those who had left jobs,
 those labor force nonparticipants who had
 worked at some time, and those who had never
 worked. Various attitudes were examined in rela-
 tion to labor force participation and duration on
 a job. Discontent with work norms, perceived dis-
 crimination, and a preference for hustling (illicit
 behavior) were related inversely to labor force
 participation, while the importance of home and
 family, the drive to get ahead, and some commit-
 ment to work values were related directly.
 Favorable perceptions of the current job showed
 the strongest relationship to duration on a job.
 Job "stayers" were more likely to be from the
 South. Fifty-five tables present the data. A
 description of the interviewers' interaction with
 the respondents and suggestions for further
 research are included. (AG)

ED 066 613 VT 016 556

**Health Services Mobility Study. Final Report (Oc-
 tober 1967-March 1972).**

City Univ. of New York Research Foundation,
 N.Y.

Spons. Agency—Health Services and Mental
 Health Administration (DHEW), Bethesda,
 Md.; Manpower Administration (DOL),
 Washington, D.C.; Office of Economic Oppor-
 tunity, Washington, D.C.

Report No.—TR-11

Pub Date 72

Note—140p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Ladders, Curriculum
 Design, Curriculum Development, *Educa-
 tional Mobility, *Health Occupations, *Job

Analysis, *Methodology, Occupational Mobili-
 ty, Research Projects, Systems Approach, Task
 Analysis

During the first three phases of the Human Ser-
 vices Mobility Study covering the period October
 1967 through March 1972, the project concen-
 trated on: (1) the analysis of needs and potentials
 for upward mobility in the health industry in New
 York City, (2) the development of a systems-
 based methodology to create job and curriculum
 ladders in the health industry, (3) a pilot test of
 the methodology, and (4) the provision of techni-
 cal support. The job analysis methodology
 devised for the project proceeds in stages,
 beginning with task identification and collection
 of skill and knowledge data and progressing to
 clustering tasks into related skill and knowledge
 hierarchies. Following field testing, the job anal-
 ysis method was pilot tested in a New York City
 hospital. This report reviews the project activities
 accomplished during the first three phases, sum-
 marizes the methodology and results of the pilot
 study, and acts as a guide for the working papers,
 progress reports, and research reports resulting
 from the project. Project plans for the future in-
 clude: (1) collecting task data in a major volun-
 tary hospital and developing job ladders, (2)
 providing guidance in the use of task data, and
 (3) developing guidelines for curriculum ladders.
 (SB)

ED 066 614 VT 016 566

Schaefer, Carl, Ed.
**Contemporary Concepts in Trade and Industrial
 Education.**

American Vocational Association, Washington,
 D.C.

Pub Date May 72

Note—54p.; Proceedings of a National Con-
 ference for Trade and Industrial Education
 (Arlington, Virginia, October 18-20, 1971)

Available from—Publications Sales, American
 Vocational Association, 1510 H Street, N.W.,
 Washington, D.C. 20005 (\$3.00; Order
 Number 490672)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, *Conference
 Reports, *Educational Objectives, Educational
 Philosophy, Employment Qualifications, *Fun-
 damental Concepts, Manpower Development,
 *Manpower Needs, *Trade and Industrial Edu-
 cation, Vocational Education

Included in this report are the presentations
 made at a 4-day national conference regarding
 the role of trade and industrial education in
 meeting the nation's manpower needs. More than
 175 leaders heard the following speeches: (1)
 "The Role of Trade and Industrial Education" by
 Michael Russo, (2) "Industry's Concepts of
 Trade and Industrial Education in Development
 of Human Resources" by Lindon Saline, (3) "Po-
 litics and Vocational Education" by Kenneth
 Young, (4) "Trade and Industrial State Advisory
 Councils for Vocational Education: Relationship
 and Emphasis" by Alton Ice, (5) "Relationship of
 Trade and Industrial Education to the State
 Legislative Process" by Kenneth MacKay, Jr., (6)
 "The Importance of Vocational Education and
 the Economic and Social Fabric of the United
 States" by Roman C. Pucinski, (7) "The Role of
 Trade and Industrial Vocational Education Pro-
 grams in Meeting Manpower Needs" by William
 Hewitt, and (8) "Conclusion—Where Do We
 Exert Our Efforts?" by Joe Mills. Also included
 are the introductory speeches and summaries of
 the National Occupational Competency Testing
 Project and the National Study for Accreditation
 of Vocational-Technical Education. (JS)

ED 066 615 VT 016 568

Horrell, C. William
**A Survey of Motion Picture, Still Photography,
 and Graphic Arts Instruction.**

Eastman Kodak Co., Rochester, N.Y.

Report No.—Pam-T-17

Pub Date 71

Note—56p.; Fourth Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Degrees (Titles), *Directories, Edu-
 cational Philosophy, Enrollment, Followup Stud-
 ies, *Graphic Arts, *Photography, Post Sec-
 ondary Education, Program Descriptions, *School
 Surveys, Tables (Data), *Technical Education
 Over 2,500 U.S. and 60 Canadian schools pro-
 vided data for this report on post secondary in-
 stitutions offering programs in motion picture,
 still photography, and graphic arts instruction. In-

cluded are tables summarizing program-related
 data such as enrollment, institutions offering pro-
 grams, and degrees offered. Also included is a
 directory of those institutions offering instruction
 in these three areas, organized by state and
 degrees awarded. The information was collected
 in 1970-71, and individuals will have to contact
 the institutions to be certain of current offerings,
 but the publication should be useful as a guide to
 counselors, students, and administrators planning
 school programs. (JS)

ED 066 616 VT 016 572

Worthington, Robert M.
New Thrusts in Adult Education.

Pub Date 5 Nov 71

Note—10p.; Presentation before the Joint Na-
 tional Conference of the Adult Education As-
 soc./U.S.A. and the National Assoc. of Public
 Continuing Educators (Los Angeles, California,
 November 5, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Career Educa-
 tion, *Educational Opportunities, Services,
 Speeches, *Vocational Development
 Identifiers—*Federal Agencies

The Associate Commissioner of the Bureau of
 Adult, Vocational, and Technical Education is
 responsible for two broad and important pro-
 grams, career education and broader and better
 services in adult education. Career education is a
 lifelong educational process beginning in kin-
 dergarten and extending through adult and con-
 tinuing education. Career adult education is con-
 cerned with the personal development and en-
 richment of the adult citizen as he faces the chal-
 lenges of family life, community problem solving,
 and expanding leisure time. In terms of providing
 broader and better services in adult education,
 several goals have been identified. Some of these
 include: (1) establishing the National Adult Edu-
 cation Staff Development Program, (2) comple-
 tion of Adult Performance Levels as standards of
 achievement based on relevant adult learning ob-
 jectives in the areas of reading, writing, computa-
 tion, and general knowledge variables, (3) a
 minimum of one full-time adult education coor-
 dinator in every community of 5,000 or more
 citizens, (4) developing adult curriculums and
 learning strategies, and (5) systematic assessment
 of the 1980's and a determination of an adult's
 responsibilities to react to and control that en-
 vironment. (SB)

ED 066 617 VT 016 573

Worthington, Robert M.
Education and the Post-Industrial Society.

Pub Date 14 May 72

Note—12p.; Presentation at the Spring Com-
 mencement Exercises at Eastern Kentucky
 University (Richmond, Kentucky, May 14,
 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, *Education,
 *Educational Objectives, Higher Education,
 *Industrialization, *Social Change, Speeches,
 *Technology

Technology's continued advance has created as
 much anxiety and fear as it has satisfaction.
 Movements of criticism and opposition to the
 current state of scientific civilization have been
 caused by factors such as the discovery and use
 of nuclear weapons, the gap between the rich na-
 tions and the underdeveloped countries of the
 world, and to "future shock" which is described
 by Toffler as the disorientation of individuals due
 to too much change too fast. In the future, there
 will be only two kinds of people—the victims of "fu-
 ture shock" and the victors over it. To be vic-
 torious, one must recognize that there are two
 distinct problems regarding the post-industrial
 society. The first problem is taking full advantage
 of the opportunities accompanying super-industri-
 alism. The second is avoiding the unfortunate
 consequences which flow from the improper ex-
 ploitation of these opportunities. Along these
 lines the central task of education for the future
 is to expand the adaptive capabilities of in-
 dividuals and to teach individuals to be critical
 receivers of orders. (JS)

ED 066 618 VT 016 574

Worthington, Robert M.
Technical Education, Careers Unlimited.

Pub Date 15 Mar 72

Note—25p.; Presentation before the National
 Technical Education Clinic (Fort Worth, Tex-
 as, March 15, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Opportunities, Career Planning, *Educational Objectives, Elementary Grades, *Post Secondary Education, Secondary Grades, Speeches, *Technical Education

Education in a technological society must teach its people to perform the work and provide the services required to maintain and further develop the society. It must also prepare its people to cope with the rapid change which new technological causes in their personal lives, such as occupational obsolescence, social mobility, world wide communication and social awareness, and others. The concept of career education has been developed in view of these demands of a technological society. Career education relates to all educational experiences from early childhood throughout the productive life of the individual. In early childhood it provides an awareness of the world of work and some direct, hands-on experiences to motivate the learner's interest. At the end of high school, the burden is on the high school system to give strong, positive assistance to students in obtaining job placement or placement in a post-secondary institution. The development of a career education system requires the accomplishment of differing objectives at each level of the existing school system, including public and private technical institutes, junior colleges, area vocational schools, and colleges and universities. (SB)

ED 066 619

VT 016 575

Worthington, Robert M.

Comprehensive Personnel Development for Career Education.

Pub Date 15 Sep 71

Note—38p.; Presentation at the Annual Leadership Development Seminar for State Directors of Vocational Education (4th, Las Vegas, Nevada, September 15, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Inservice Education, Inservice Teacher Education, Leadership Training, *Manpower Development, Models, Preservice Education, *Program Descriptions, *Program Development, Speeches, Staff Utilization, *Teacher Education Identifiers—*Federal Agencies

Career education is a bold design for education effecting a blend of academic, general, and work skills learning so that individuals passing through the school system will be ready for economic self-sufficiency, for a personally satisfying life, and for new learning experiences appropriate to career development and avocational interests. The comprehensive model designed for career education is revolutionary; equally revolutionary will be the reforms to take effect in methodology, teacher-student relationships, administrative planning, and community participation. Realizing that these reforms will rely on trained staff, the Bureau of Adult, Vocational and Technical Education is committed to a comprehensive personnel development program for career education. Among the activities of the Bureau which support needed staff development are: (1) teacher-training grants, (2) special project grants, (3) Area Manpower Institutes for the Development of Staff (AMIDS), (4) curriculum development programs, (5) exemplary programs and projects, and (6) leadership development grants. (JS)

ED 066 620

VT 016 576

Worthington, Robert M.

The Need for a Nationwide Program of Consumer Education Coordinated Through the Public School System.

Pub Date 4 Feb 72

Note—15p.; Presentation at the All-Eastern Consumer Education Conference (East Brunswick, New Jersey, February 4, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consumer Economics, *Consumer Education, Economic Education, *Educational Needs, *Educational Programs, *National Programs, Program Descriptions, Speeches

Among the major factors contributing to a concentration on consumer affairs is the emphasis placed on the need for consumer education by the 1968 Commission on Consumer Education. Consumer education today can no longer be limited to the goals of teaching an individual to maximize his own resources because no one lives in a vacuum. Every consumer-related action taken by an individual today is likely to have many ecological as well as economic repercussions of which we may not be aware. Our society is strongly geared to consumption, and consumers are faced with making increasingly complex and varied consumer decisions. Consumer education is needed if there is to be a really broad-based, viable consumer movement. The present movement has had some success in making people aware of how much and how often they are being gypped and endangered, but the movement has not played a significant role in governmental decision-making, largely because producers are not organized and informed while consumers are not. Immediate help is needed from the public schools if we are to effectively analyze and publicize the information necessary for intelligent and responsible consumption. (SB)

Subject Index

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number _____ ED 013 371

Ability Identification

- Exploring Education. Students from Overseas. ED 066 138
- Identification of Student Teaching Competencies in Home Economics for Which Cooperating Teachers Could Assume Responsibility with Implications for Supervisory Roles. ED 066 606

Abortions

- Abortion, Birthright and the Counselor. ED 065 810

Abstracts

- Abstracts of Research Papers 1972. ED 065 797
- Adult Basic Education National Teacher Training Study. Part I: Review of Literature. ED 065 787
- Aurally Handicapped - Programs; A Selective Bibliography. ED 065 968
- Behavior Modification; A Selective Bibliography. ED 065 957
- Educable Mentally Handicapped -- Programs; A Selective Bibliography. ED 065 965
- Educable Mentally Handicapped -- Research; A Selective Bibliography. ED 065 966
- Emotionally Disturbed -- Programs; A Selective Bibliography. ED 065 963
- Emotionally Disturbed -- Research; A Selective Bibliography. ED 065 964
- Learning Disabilities -- Programs; A Selective Bibliography. ED 065 961
- Learning Disabilities -- Research; A Selective Bibliography. ED 065 962
- Quarterly Journal of Studies on Alcohol, Volume 33 Number 3, Part B, Documentation. ED 066 332

Academic Achievement

- Ambitions and Opportunities for Social Mobility and Their Consequences for Mexican Americans as Compared with Other Youth. ED 066 285
- The Effects of Competitive Contingencies on Social Comparisons, Academic Performance, and Competition. ED 065 821
- Effects of Early Educational Intervention in the Lives of Disadvantaged Children. A Report of Six Follow-up Studies of Children Who Were

- Enrolled in the Five-Year Durham Education Improvement Program, 1965-70. Final Report. ED 066 246
- Home Environment and Achievement. ED 066 403
- School Achievement of Children by Demographic and Socioeconomic Factors, United States. ED 065 799
- The School Achievement of Kindergarten Pupils for Whom English is a Second Language: A Longitudinal Study Using Data from the Study of Achievement. ED 066 220
- Self-Evaluation and Performance on Classroom Tests. ED 066 297
- A Study of the Effect of Mathematics Laboratories on the Mathematical Achievement and Attitude of Elementary School Students. Final Report. ED 066 315
- A Study of the Relationship of Classroom Questions and Social Studies Achievement of Second-Grade Children. ED 066 391
- Who Wants to Live on Sesame Street? ED 066 221

Academically Handicapped

- A Demonstration Class for Educationally Handicapped Children. ED 065 954

Academic Education

- CVAE [Coordinated Vocational-Academic Education] Academic Curriculum Project. Evaluation Report, 1971-72. ED 066 289

Academic Failure

- The Effects of Competitive Contingencies on Social Comparisons, Academic Performance, and Competition. ED 065 821

Academic Performance

- Coping Styles and Achievement: A Cross-National Study of School Children. Volume II of VII Volumes. Cultural Patterns of Coping. ED 065 825
- The Effects of Competitive Contingencies on Social Comparisons, Academic Performance, and Competition. ED 065 821
- Home Environment and Achievement. ED 066 403

Accelerated Courses

- College Advanced Placement Policies, 1972.

Acculturation

- Oral Traditions of Micronesians as an Index to Culture Change Reflected in Micronesian College Graduates. Final Report. ED 066 365

Achievement

- Coping Styles and Achievement: A Cross-National Study of School Children. Volume II of VII Volumes. Cultural Patterns of Coping. ED 065 825
- Exploring College Success: Where Should We Go From Here? ED 065 818

Achievement Gains

- Stability in Teacher Effectiveness. ED 066 438
- Study of Television as an Educational Medium. Study Number One. ED 066 004

Achievement Tests

- Achievement of Grade 1 Pupils in Open Plan and Architecturally Conventional Schools. ED 065 908
- Measuring Language Arts Concept Attainment: Boys and Girls. Technical Report No. 199. ED 065 894
- The Office of Economic Opportunity Experiment in Educational Performance Contracting: The Incentive Only sites. Interim Report. ED 065 929
- The School Achievement of Kindergarten Pupils for Whom English is a Second Language: A Longitudinal Study Using Data from the Study of Achievement. ED 066 220

Action Programs (Community)

- Action Implications in Adult Basic Education Programs. ED 065 751

Activism

- Higher Education as a Social Problem: A Selective Bibliography. ED 066 105
- Student Activism and the Social Studies in the Seventies. ED 066 402
- Training for Nonviolent Action. ED 066 347

Activity Learning

- The Role of Overt Activity in Children's Imagery Production. ED 066 229

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- A Study of the Effect of Mathematics Laboratories on the Mathematical Achievement and Attitude of Elementary School Students. Final Report. ED 066 315
- Adjustment (to Environment)**
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A Special Study Institute Program. ED 065 946
- Administrative Change**
School Program Accountability. The 1971 Leadership Course for School Principals Lecture Series. ED 065 921
Student Personnel Administrators as Influencers of Institutional Environment. ED 065 817
- Administrative Organization**
Administrative Aspects of State Advisory Councils on Vocational Education. ED 066 609
Improving Provisions for Organization, Housing, Financial Support and Accountability. ED 065 918
A Proposal for the Establishment of a University Senate for the Ohio State University (As amended through April 25, 1972). ED 066 110
Student Personnel Administrators as Influencers of Institutional Environment. ED 065 817
- Administrative Personnel**
Career Field Profiles: Selected Professional and Administrative Career Fields. ED 065 760
Manpower Planning Data: Selected Professional and Administrative Career Fields: 1966-1970 Trends, 1971-1975 Projections. ED 065 759
- Administrative Policy**
Opportunities to Increase Effectiveness of Long-Term, Full-Time Training Program for Civilian Employees: Department of Defense. ED 065 783
- Administrative Principles**
Budget. School Business Management Handbook No. 3. Revised. ED 065 922
- Administrative Problems**
Administrative Issues in Institutions for the Mentally Retarded. ED 065 971
The Federal Program of Aid to Educationally Deprived Children in Illinois Can Be Strengthened. Report to the Congress. ED 066 533
- Administrator Attitudes**
Attitudes of County Leaders toward Expanding Youth Programs in Extension. ED 065 770
Explorations in Perceived Educational Environment: Contextual Dimensions of Elementary Schooling. ED 066 423
Student Personnel Administrators as Influencers of Institutional Environment. ED 065 817
- Administrator Education**
The Alberta Leadership Course for School Principals - A History and an Evaluation. ED 065 920
A Study of Professional Education Competencies and Community College Administrators of Vocational Education. ED 066 602
- Administrator Guides**
A School District Testing Program Guide. ED 066 442
- Administrator Qualifications**
Model Graduate Program in Occupational Education. A Cooperative Study. ED 066 566
- A Study of Professional Education Competencies and Community College Administrators of Vocational Education. ED 066 602
- Administrator Responsibility**
Guidelines for Students Rights and Responsibilities. ED 065 942
Legal Briefs for School Administrators. ED 065 941
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Proceedings of the Forty-Second Meeting; Conference of Executives of American Schools for the Deaf. ED 065 979
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A Special Study Institute Program. ED 065 946
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Thoughts on Evaluation in Higher Education. ED 066 132
- Admission (School)**
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Graduate Student Admissions Survey 1971. ED 066 123
The Impact of Special Admissions Programs on General Admissions Policies in Five San Francisco Bay Area Public Institutions of Higher Education 1966-1971. ED 066 146
- Adolescents**
Growing up Puerto Rican. ED 066 550
Pregnant Adolescents: A Review of Literature with Abstracts 1960-1970. ED 065 800
- Adoption (Ideas)**
Factors Contributing to the Willingness of Elementary Teachers to Try Selected Classroom Innovations. ED 066 404
- Adult Basic Education**
A.B.E. Demonstration Project Personnel Rating Sheets. ED 065 756
Action Implications in Adult Basic Education Programs. ED 065 751
Adult Basic Education National Teacher Training Study. Part I: Review of Literature. ED 065 787
A Basic Reading Guide for Adults. ED 065 777
Step-Up-A Final Report. ED 065 766
- Adult Development**
T and Sensitivity: A Critique of Lab Education. ED 065 773
- Adult Education**
Narrative Evaluation Report on the Kentucky Right to Read Institute. ED 066 166
The Newsletter-An Adult Educator's Tool. ED 065 785
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The Open University, The External Degree and Non-Traditional Study. A Selected Annotated Bibliography. ED 066 107
Plan de estudios de nivel secundario para adultos (Study Plan for Adult Secondary Education). ED 066 074
Terminology About Adult/Continuing Education: A Preliminary Structure and a Suggested Development Process. ED 065 761
- Adult Education Programs**
PACAF Basic Bibliographies for Base Libraries: Self-Education for Adults. Supplement 1. ED 065 782
- Summary of Project STRIVE. ED 065 755
- Adult Literacy**
Action Implications in Adult Basic Education Programs. ED 065 751
The Efforts on the Eradication of Illiteracy in Turkey. ED 066 268
Functional-Literacy: A Method of Vocational Training for Farmers-Workers: International Literacy Day, 1972. ED 065 776
- Adult Reading Programs**
A Basic Reading Guide for Adults. ED 065 777
- Adults**
Becoming Bilingual: A Guide to Language Learning. ED 066 076
A Design for Library Services for the Standing Rock Sioux Tribe. ED 066 191
- Adult Vocational Education**
A Bill: S. 3179. [Full Employment Act of 1972.] ED 065 754
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- Affection**
The Many Faces of Love, English, World Literature: 5113.41. ED 065 865
- Affective Behavior**
Moral Conduct and Moral Character: A Psychological Perspective. Report 129. ED 066 377
- Affective Objectives**
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Development and Analysis of a Cognitive Preference Test in the Social Sciences. Final Report. ED 066 376
Human Dignity Through History. ED 066 397
Social Studies in the School Program: A Rationale and Related Points of View. ED 066 393
- Africa**
The Teaching of Sciences in African Universities. [Report of the Seminar on the Teaching of Basic Sciences in African Universities, Rabat, 13 to 22 December 1962]. ED 066 302
- African Culture**
The Role of Rural Women in the Family. ED 066 277
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Is the Agency Shop Appropriate for Negotiated Settlements in Public Education? ED 065 926
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- Agribusiness**
The Need for a Wider Interface Among Social Scientists in Agriculture. ED 066 381
- Agricultural Economics**
The Need for a Wider Interface Among Social Scientists in Agriculture. ED 066 381

Agricultural Education

Adaptation of Education to the Needs of the Modern World in Rural Areas. International Education Year 1970. IEY Special Unit 9.

ED 066 241

Education for Rural Development: The Case of the UPCA/BNE Barrio Development School Project.

ED 066 249

Agricultural Occupations

Metropolitan Programs in Applied Biological and Agricultural Occupations; A Need and Attitude Study. Final Report.

ED 066 578

Agriculture

How Do Washington's Newspaper Editors Evaluate Their Sources of Agricultural News?—A Survey.

ED 065 784

Organizational Issues Involved in the Development and Operation of Farm Informational Systems for Modernizing Agriculture.

ED 066 255

The USDA and the Disadvantaged.

ED 066 269

Air Flow

Assessment of Airborne Particles. Fundamentals, Applications, and Implications to Inhalation Toxicity.

ED 066 326

Air Pollution Control

Air Pollution Control, Part I.

ED 066 322

Air Quality Instrumentation. Volume 1.

ED 066 330

Clearing the Air: The Impact of the Clean Air Act on Technology.

ED 066 321

Effective Technology for Recycling Metal. Proceedings of Two Special Workshops.

ED 066 333

Human Health Effects, Task Force Assessment, Preliminary Report.

ED 066 303

Product Guide/1972 [Air Pollution Control Association].

ED 066 345

The Relationship of Land Use and Transportation Planning to Air Quality Management.

ED 066 312

Smog and Your Automobile. [Teacher's Manual, Filmstrip, Record].

ED 066 338

Status Report [Air Pollution Research Advisory Committee of the Coordinating Research Council].

ED 066 343

Systems Approach to Environmental Pollution.

ED 066 340

Training Procedure to Evaluate Visible Emissions.

ED 066 335

Alcoholism

Quarterly Journal of Studies on Alcohol, Volume 33 Number 3, Part A, Originals.

ED 066 331

Quarterly Journal of Studies on Alcohol, Volume 33 Number 3, Part B, Documentation.

ED 066 332

Alternative Education

Alternative Education: The Free School Movement in the United States.

ED 066 059

Ambiguity

Images and Deep Structures in Recall. Final Report.

ED 065 893

American Culture

Americans and Chinese: Reflections on Two Cultures and Their People.

ED 066 527

American Government (Course)

Practical Political Action, A Guide for Citizens.

ED 066 346

American History

Completing the Revolution.

ED 066 288

Education and the Many Faces of the Disadvantaged: Cultural and Historical Perspectives.

ED 066 552

The Indian in American History -The Sacred Tree Still Lives. A Teacher's Guide.

ED 066 278

American Indian Culture

A Design for an Akwesasne Mohawk Cultural Center.

ED 066 192

American Indians

Annual Report of New York State Interdepartmental Committee on Indian Affairs, 1969-70.

ED 066 279

Annual Report of New York State Interdepartmental Committee on Indian Affairs, 1970-71.

ED 066 280

An Assessment of the Educational Needs of Indian Students in the State of Arizona.

ED 066 275

A Design for an Akwesasne Mohawk Cultural Center.

ED 066 192

A Design for Library Services for the Standing Rock Sioux Tribe.

ED 066 191

A Design for Library Services for the Rough Rock Community.

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Financing College Education for Indians.

ED 066 283

The Indian in American History -The Sacred Tree Still Lives. A Teacher's Guide.

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Itancan. Curriculum Materials Resource Unit 5.

ED 066 239

Lakota Wohilikeegnapi. Curriculum Materials Resource Unit 4.

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Lakota Woskate. Curriculum Materials Resource Unit 6.

ED 066 240

Makoce. Curriculum Materials Resource Unit 3.

ED 066 237

National Indian Education Association Library Project. Appendices.

ED 066 195

Report of Annual Conference on Indian Affairs (Pierre Boarding School, Pierre, South Dakota, October 29-30, 1969).

ED 066 281

A Report on: The National Seminar of American Indian Women [and] the North American Indian Women's Association Established by Delegates of this Seminar.

ED 065 772

Seventeenth Annual Report of Indian Education in Oklahoma Under State Contract.

ED 066 272

Summary of the National Indian Education Library Project Report.

ED 066 194

Summary Report of the Indian Needs Assessment Conference (Phoenix, March 19, 1970).

ED 066 276

In Their Place: White America Defines Her Minorities, 1850-1950.

ED 066 548

Tiospaye. Curriculum Materials Resource Unit 2.

ED 066 236

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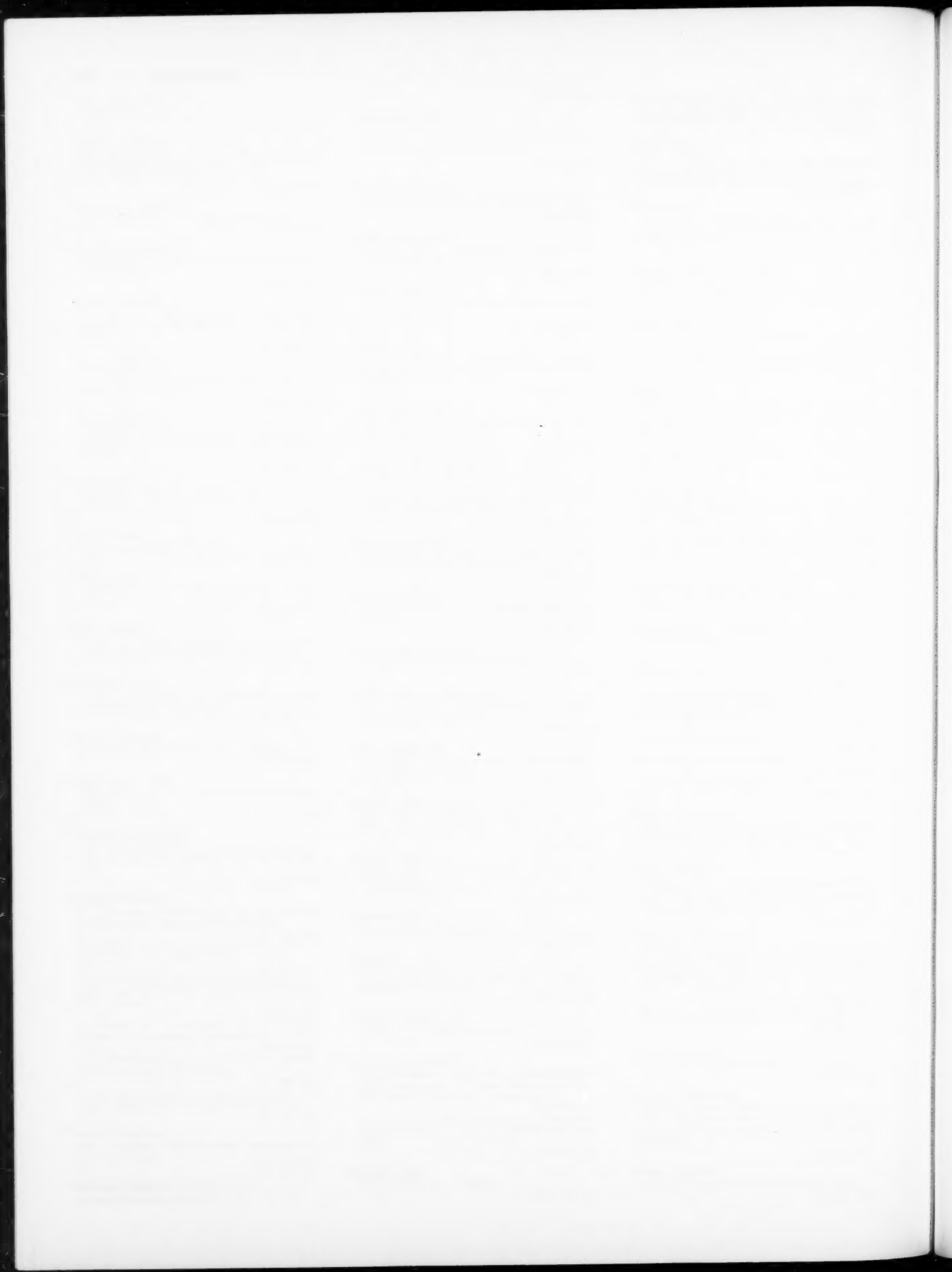
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The following clearinghouse prefixes are used:

AA — Leasco Systems and Research
AC — Adult Education
CG — Counseling and Personnel Services
CS — Reading and Communication Skills
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges

LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

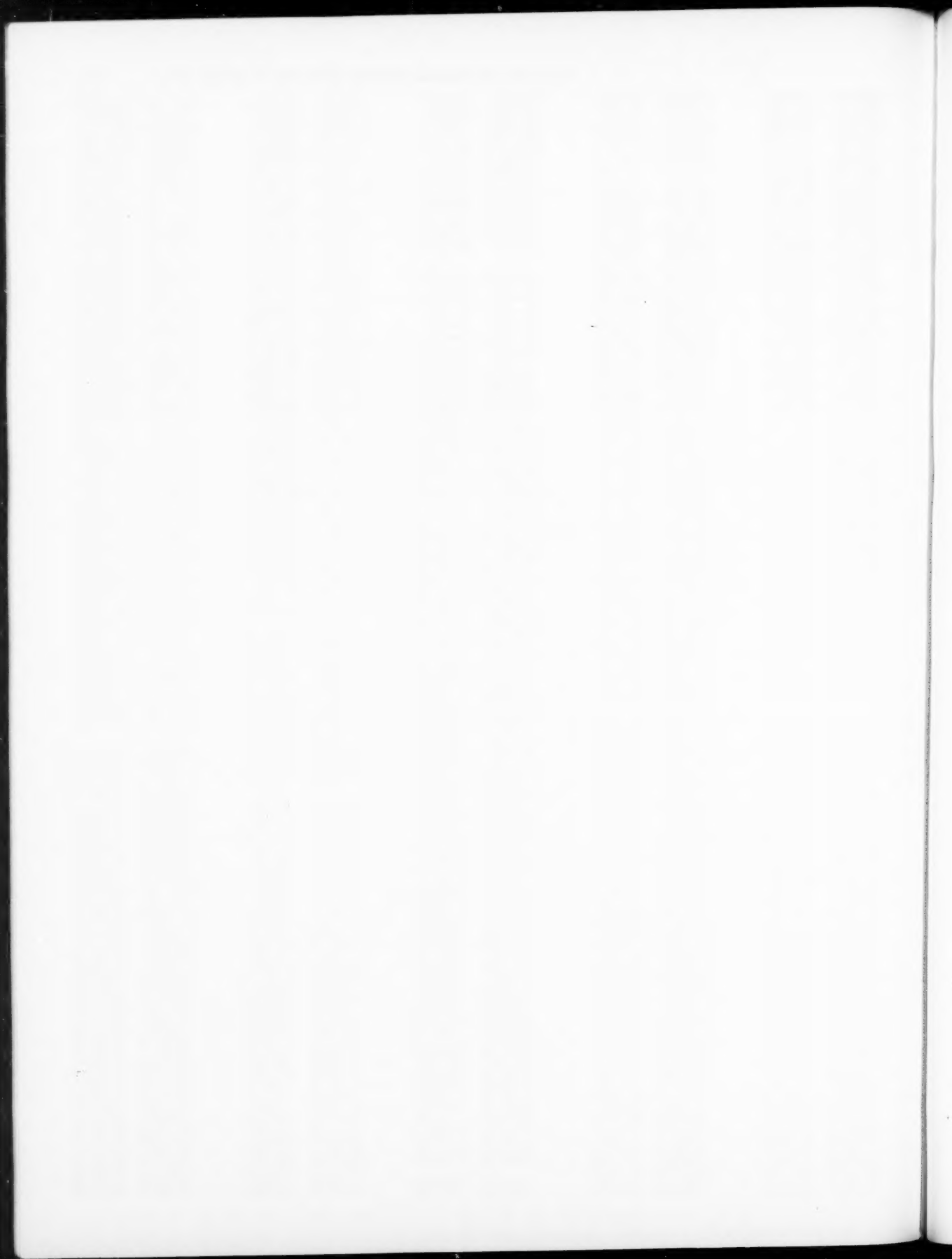
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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January through December 1972 issues of *Research in Education (RIE)*:

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

AIR SUPPORTED STRUCTURES 210

ALTERNATIVE SCHOOLS 470

Career Development

USE VOCATIONAL DEVELOPMENT

CASTE 490

CHEMICAL NOMENCLATURE 400

CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice

CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose

UF Critical Scores

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size

Diplomacy

USE FOREIGN RELATIONS

Diplomatic Policy

USE FOREIGN POLICY

DISARMAMENT 480

UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

UF Dissensus

DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects

EDITORIALS 050

EXTERNAL DEGREE PROGRAMS 140

HYBRID AIR STRUCTURES 210

Intergovernmental Organizations

USE INTERNATIONAL ORGANIZATIONS

International Behavior

USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060

UF War Crimes

INTERNATIONAL LAW 230

UF International Legal Analysis
International Torts
Law of Nations

International Policy

USE FOREIGN POLICY

International Politics

USE FOREIGN RELATIONS

ITEM BANKS 520

Labor Demand

USE MANPOWER NEEDS

LAND ACQUISITION 020

Lifelong Integrated Learning

USE CONTINUOUS LEARNING

LUNAR RESEARCH 450

SN Scientific activities designed to provide information about the origin, structure and properties of the moon

UF Lunar Exploration

MERIT PAY 220

MEXICANS 380

SN Citizens of Mexico

Military Policy

USE FOREIGN POLICY

MOLECULAR STRUCTURE 220

MORAL DEVELOPMENT 130

MULTIDIMENSIONAL SCALING 190

NEUROLINGUISTICS 290

SN A branch of linguistic science relating language behavior to the neurological sciences

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380

OBSERVATIONAL LEARNING 310

OPEN EDUCATION 140

UF Open Schools

PARANOID BEHAVIOR 420

PAROCHIAL SCHOOL AID 220

PEACE 480

UF International Peace
World Peace

PERFORMANCE BASED TEACHER EDUCATION 140

SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do

UF Competency Based Teacher Education

PHYSICIANS ASSISTANTS 380

SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians

PLANNING (FACILITIES) 020

UF Facilities Planning

PNEUMATIC FORMS 210

POLISH AMERICANS 380

POPULATION EDUCATION 140

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society

PROPERTY TAXES 230

UF Ad Valorem Tax

PUPPETRY 030

UF Puppets
Puppet Shows

SEMANTIC DIFFERENTIAL 190

SEX DISCRIMINATION 90

UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units

USE METRIC SYSTEM

SOCIAL STRATIFICATION 490

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

STUDENT RESPONSIBILITY 040

TIMEOUT 420

Special Notices

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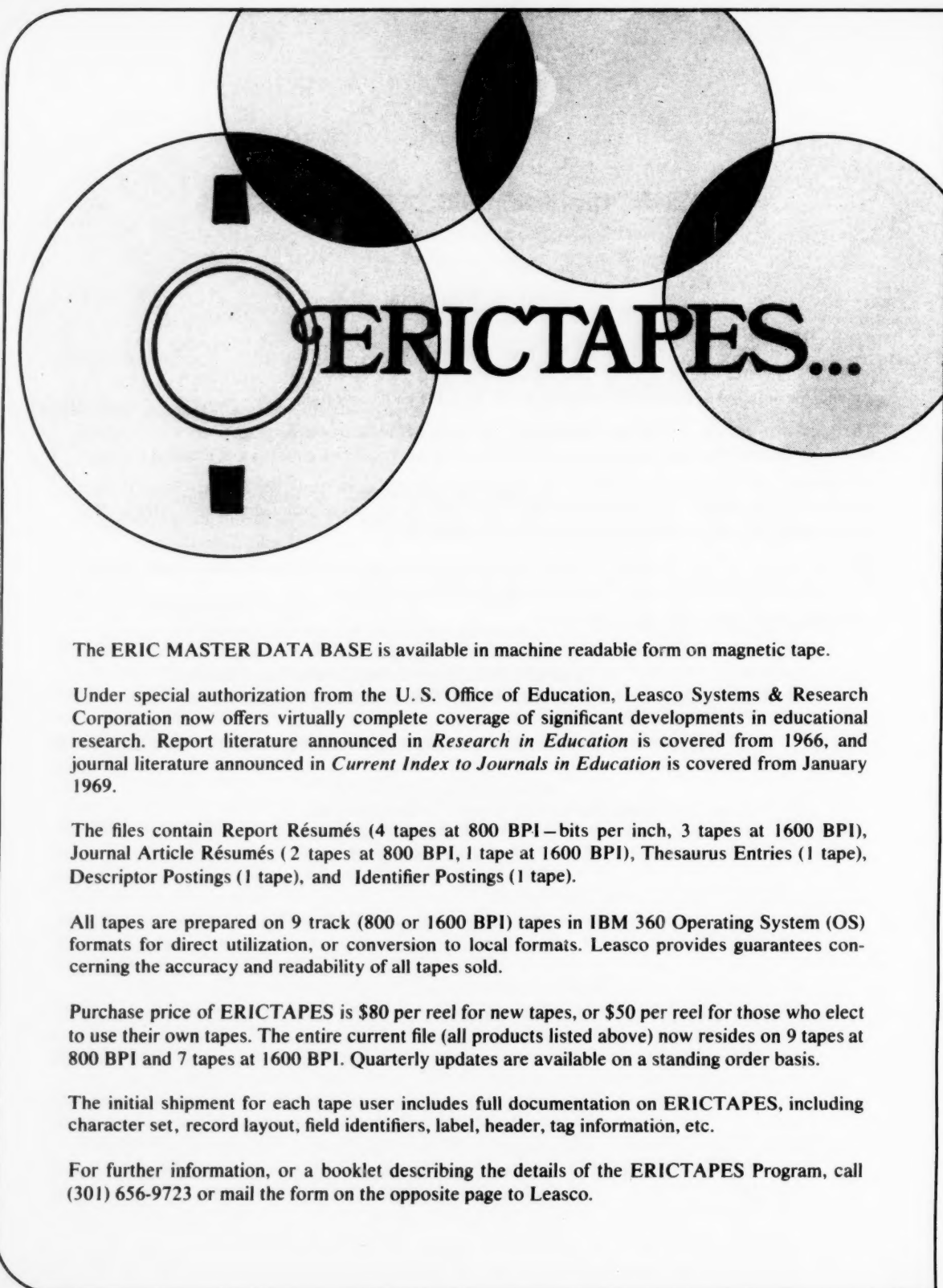
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